

LEAVING THE CLASSROOM: A MULTIPLE CASE STUDY ON THE EXPERIENCES OF
BLACK WOMEN WHO TRANSITIONED FROM TEACHING
TO A NON-TEACHING ROLE

Standra N. Booker

Dissertation Prepared for the Degree of
DOCTOR OF PHILOSOPHY

UNIVERSITY OF NORTH TEXAS

May 2018

APPROVED:

Karthigeyan Subramaniam, Major Professor
Mariela Nunez-Janes, Minor Professor
Lisbeth Krauss, Committee Member
Jamaal Young, Committee Member
James Laney, Chair of the Department of
Teacher Education and Administration
Randy Bomer, Dean of the College of Education
Victor Prybutok, Dean of the Toulouse
Graduate School

Booker, Sandra N. *Leaving the Classroom: A Multiple Case Study on the Experiences of Black Women Who Transitioned from Teaching to a Non-Teaching Role*. Doctor of Philosophy (Curriculum and Instruction), May 2018, 144 pp., 3 tables, 4 figures, references, 48 titles.

This qualitative multiple case study aims to describe the experiences of two Black women who chose to leave the classroom and transition to other roles within the field of education. Using metaphorical analysis, this study employed the four-capital theoretical framework. This framework connects human capital, structural capital, social capital, and positive psychological capital as factors related to teacher attrition and retention. This study illustrates how the participants' experiences fit into the four-capital theoretical framework and highlights the metaphors the participants use to describe their transition. The researcher conducted two semi-structured open-ended interviews in which the participants were asked to describe their experiences in the classroom as well as their experiences in their new positions. The researcher analyzed the metaphors used by the participants and categorized their responses based on the four capitals. The identified metaphors offered a vivid description of the participants' experiences. The results indicated that although the experiences of the participants are similar to those found throughout the literature, the four-capital theory helps describe their experiences more holistically. Rather than having isolated reasons for leaving the classroom, the attrition of the participants can be explained by examining the interconnectedness of the various capitals. These findings suggest that teacher retention and attrition be studied by looking at a variety of causes as opposed to isolated factors.

Copyright 2018

by

Standra N. Booker

ACKNOWLEDGEMENTS

*Praise the Lord! Oh give thanks to the Lord for He is good; For His
Lovingkindness is everlasting.*

-Psalms 106:1

I thank God for allowing me to achieve this dream that I have had for most of my life. I thank my grandfathers, Clifford Looney, Sr. and Esther Johnson, for inspiring me to go as far as I could in my academic pursuits. This journey was not easy. There were many times I wanted to quit. I thank the ancestors in my bloodline that gave me a spirit of perseverance to overcome the many obstacles in my path.

This moment of academic accomplishment could not be possible without the love and support of my husband, Rodney. Thank you, Book, for pushing me even when I didn't want to be pushed. I love you for believing in me even when I stopped believing in myself. I also would not be here if not for my mother, Doris Johnson. Thank you, mom, for all that you sacrificed and continue to sacrifice for us. It does not go unnoticed. I truly appreciate and love you!

Thank you to my kids, Abigail, Isabella and Ethan for your encouraging words and love notes along the way. Your defense prep session was the best! I love you! Although my father, Stanley Johnson, Sr. is not here to share in this moment, I honor his memory as well. Thank you to my brothers, Keith and Stan, and to my niece, Lakia, and my nephews, KJ and Stanley. I know you all have my back no matter what. I love you guys! Thank you to my other "brothers" Donovan, Terrell, and Marcus and to my "sisters", Charee, Tyra, Stacye, Shannon, and Aquilah. Thank you to my extended family and friends. Your prayers truly saved my life! Finally, thank you to my committee members, Drs. Karthi, Nunez-Janes, Krauss, and Young. I am grateful for your service and assistance in my development as a scholar.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS.....	iii
LIST OF TABLES AND FIGURES.....	vii
CHAPTER 1. INTRODUCTION	1
Background of Study	1
Subjectivity Statement.....	2
Statement of the Problem	3
Purpose of the Study.....	4
Research Question	5
Significance of the Study.....	6
Theoretical Framework.....	7
Definition of Terms	8
Limitations and Assumptions.....	9
Summary	9
CHAPTER 2. REVIEW OF LITERATURE.....	11
Introduction	11
Factors Connected to Teacher Attrition	12
Teacher Preparation	13
Teacher Characteristics.....	16
Organizational Characteristics	18
Social Support	20
Teacher Identity	21
Definitions of Teacher Mobility	22
Shortage of Black Women in the Classroom	25
Summary	28
CHAPTER 3. METHODOLOGY	29
Qualitative Inquiry	29
Model of the Study	29

Participant Recruitment.....	30
Participant Demographics.....	31
Participants in Context.....	32
District Context	32
Campus Context.....	33
Mobile Data Collection Procedures	33
Data Transcription	36
Data Analysis.....	37
Metaphorical Analysis.....	38
Trustworthiness	38
Summary	39
CHAPTER 4. RESULTS.....	40
Study Background	40
Research Question	40
Findings	41
Case 1-Jessica.....	42
Case 2- Tiffany.....	44
Human Capital in the Classroom.....	45
Structural Capital in the Classroom	48
Social Capital in the Classroom	52
Positive Psychological Capital in the Classroom	54
Human Capital in the Non-Teaching Role.....	57
Structural Capital in the Non-Teaching Role	60
Social Capital in the Non-Teaching Role	61
Positive Psychological Capital in the Non-Teaching Role	64
Cross-Case Analysis	67
Human Capital.....	69
Structural Capital	70
Social Capital	72
Positive Psychological Capital	74
Summary	76

CHAPTER 5. DISCUSSION	77
Participant Characteristics	77
Study Overview	78
Interpretation of the Findings.....	78
Four-Capital Theoretical Framework	78
Metaphorical Analysis.....	82
Subjectivity Statement Part 2	83
Recommendations for Further Study	83
Conclusion	85
APPENDIX A. INTERVIEW QUESTIONS	87
APPENDIX B. INTERVIEW TRANSCRIPTS.....	89
APPENDIX C. METAPHORS CATEGORIZED BY CAPITAL.....	138
REFERENCES	140

LIST OF TABLES AND FIGURES

Page

Tables

Table 1. Participants' Demographic Information.....	31
Table 2. Student Demographic Information by Campus and Year	33
Table 3. Interview Times and Word Count	42

Figures

Figure 1. Four-capital theoretical framework.....	7
Figure 2. Percent of annual public school teacher turnover, by race and ethnicity of teacher (adapted from Ingersoll & May, 2011, p. 630).	26
Figure 3. Frequency of responses by capital- Interview 1.	68
Figure 4. Frequency of reponses by capital- Interview 2.....	69

CHAPTER 1

INTRODUCTION

Background of Study

Where are America's Black female teachers? The field of education has struggled to not only find but keep Black teachers in the classroom as they are leaving the classroom at a higher rate than other racial groups (Ingersoll, 2015). This has become increasingly concerning given the racial diversity of the student body in the nation's schools. Minority enrollment continues to grow as the number of minority teachers falls. More specifically, Ingersoll (2015) posited that the number of Black students continues to climb as the number of Black teachers declines.

Much of the research on teacher retention has focused on recruiting highly qualified teachers into the profession. As the nation has seen the numbers of minority students increase, targeted programs have been implemented across the country to attract more minority teachers, most explicitly Black men and women into the profession. The need for better recruitment is not as pressing as is the need to retain teachers once they have been recruited (National Commission on Teaching and America's Future, 2003). The NCTAF's 2003 report revealed that the impact of teachers leaving the profession on the future of education is higher than the impact of their recruitment.

The issue of teacher attrition is more complicated than whether a teacher left the profession or stayed. In addition to staying in the profession or leaving, classroom teachers may choose the option of changing roles within the profession. This qualitative study explored the factors that lead Black women to leave the classroom and transition to a non-teaching role. Because role-changing is often career advancement, this study framed role-changing as

sanctioned attrition. Sanctioned attrition recognizes that when a teacher takes on another role, there is still an impact on classrooms.

Subjectivity Statement

As the author of the study, it is important that I provide my background as the researcher and provide a statement on my subjectivity. I taught in the public-school setting for seven years before transitioning to become a campus instructional coach and then later a district instructional coordinator. My research interests are based on my personal experiences in the classroom and my non-teaching roles. My first few years of teaching were extremely challenging. There were many aspects of teaching that were undesirable and I felt that I had little impact on the lives of the students I taught. I was both highly-qualified (based on my credentials) and highly effective (based on my evaluations and student data). But, after my 3rd year of teaching, I prepared to obtain my Administrator's Certification so that I could transition from the classroom to a different role. My desire was not to leave the profession; I wanted to be in a position that could improve conditions for teachers and students. Between years four and seven, I switched campuses two times attempting to keep my passion for teaching alive and reach my fullest potential as a teacher. I was hired as an Instructional Coach after my seventh year. The position was rewarding because I could fulfill my desire to make a positive impact on the lives of teachers and students. In my role, I observed instruction, provided guidance, resources, and assistance in lesson-planning and data assessment. Although I was not the campus administrator, I was an influential part of the administrative team. I remained in that role for one year and then became an instructional coordinator for a school district. This

gave me an even greater opportunity for impact on teachers across various campuses. My goal remained to make a positive impact on the lives of teachers and students. Reflecting on my decision to leave the classroom and transition to a different role in education is what led me to conduct this study.

Statement of the Problem

Teacher attrition is not an issue in and of itself. It is an issue because it directly impacts student achievement (Horng, 2005). The National Commission on Teaching and America's Future (NCTAF, 2003) stated "teacher turnover is now undermining teaching quality and it is driving teacher shortages" (p. 8). There are also financial implications that make teacher attrition an important issue to address. Replacing teachers comes a great expense to school districts each year (Boe, Bobbit, Cook, Whitener, & Weber, 1997; Hong, 2010). It is, thus, in the best interest of the nation to identify the causes of teacher attrition and address these causes in such a way as to increase the rate of retention of highly-qualified teachers. Even though it is schools who are at a loss for how to keep quality teachers in the classroom, students are the ones who feel the impact of the attrition. As Horng (2005) highlighted, there is a link between the decline of student achievement and the growing numbers of teachers leaving the classroom. More specifically, the Albert Shanker Institute Report on Teacher Diversity (2015) explained that the presence of qualified minority teachers impacts the academic achievement of minority students as well as provides role models for these students. The report went further to show that the diversity of the teaching force benefits all students because they are exposed to people of different backgrounds and beliefs.

Minority teachers leave the classroom at higher rates than non-minorities (Ingersoll, 2011), but the existing research has not completely explained where they go when they leave the classroom. The trend of teacher attrition research has been to categorize teachers into stayers, leavers, and movers. The stayers are those who remain in the classroom, the movers are those who change schools and, the leavers are those who leave the profession. This study differentiates between the stayers and movers and those who leave the classroom to change roles. Understanding why Black women decide to leave the classroom and take on non-teaching roles may provide information to schools, districts, and teacher preparation programs as they look for ways to increase the number of teachers who remain in the classroom.

Purpose of the Study

Teachers who change roles impact attrition rates. This study explored the perspectives of Black women and the factors that contributed to their decisions to transition from the classroom to non-teaching roles. Participants' perspectives were explored through metaphorical analysis. This study extends the field of research on minority teacher attrition by examining the often-overlooked aspect of sanctioned attrition.

Providing former teachers' perspectives on their work is beneficial to schools and districts seeking to resolve issues of turnover and its impact on student achievement. Although the topic of transitioning to a non-teaching role is often seen as career advancement, the scope of this study is to look at the reasons teachers would choose to leave the classroom to pursue the new role and the impact those decisions have on classrooms. The issue of teacher mobility

is important because attrition can be studied in terms of not only how many teachers are leaving but where they are going when they do leave.

Research Question

Teacher attrition is happening at an alarming rate, and students are feeling the impact. (Ingersoll, 2001; Darling-Hammond, 1997;2010). Finding ways to keep Black teachers teaching is integral to the future of education. Studies that show what makes teachers willing to stay can be beneficial as policymakers, and school districts seek ways to improve working conditions and school environments (McIntyre, 2010; Weiqi, 2007).

The review of the literature highlights prior studies that have been conducted to examine the factors that lead teachers to leave the profession or change campuses. Historically, role-changing has not been a part of these studies. It is essential to look at the issue of teacher attrition from the perspective of those who did not leave the profession but did choose to leave the classroom. Those who leave the classroom but remain in the profession still have an impact on attrition rates (Ingersoll, 2015). Though the departure may be due to upward mobility, the result is the same as a teacher leaving the profession.

This study addressed the following question:

What factors are associated with the career decisions of Black women who transitioned from the classroom to different roles within education?

Former teachers themselves can provide invaluable insight when it comes to finding out what factors may have caused them to leave the classroom and how they describe their experiences in the transition. This study incorporated metaphorical analysis to probe these factors.

Significance of the Study

The teacher is the most important factor in determining student achievement (Almy & Theokas, 2010). Students who have a good teacher have a higher chance of performing successfully while students who have an inadequate teacher will struggle to do well. This study addressed the teacher retention issue by looking at factors related to the decision Black women make to leave the classroom and transition to a non-teaching role. Because student achievement is directly linked to teacher quality, it is imperative to work to build and sustain “a corps of teachers committed to student achievement...if we are to improve America’s public schools” (Brill & McCartney, 2008, p. 750). It is paramount that highly qualified teachers remain in the classroom for the benefit of all students.

As the nation’s schools continue to struggle to find sufficient teachers for their classrooms, the definition of attrition deserves attention. Including those who decided to leave the classroom and work in a non-teaching role can be helpful as researchers look to inform schools and districts about reasons vacancies may exist. Furthermore, minority teacher attrition is higher than that of non-minorities (Ingersoll & May, 2011; Ingersoll, 2015). More specifically, the retention rate of Black women is lower than that of White women (Farinde, Allen & Lewis, 2016, Carver-Thomas & Darling-Hammond, 2017). To this point, this study addressed the topic of teacher attrition from the perspective of Black women who changed roles to offer insight on a group with a high-rate of attrition. Understanding the factors associated with their decisions to leave the classroom may help schools and districts structure initiatives that make remaining in the classroom more attractive for teachers who enjoy teaching and are skilled at it.

Theoretical Framework

Teacher attrition has been studied in a variety of ways. This study utilized the four-capital theoretical framework developed by Mason and Matas (2015). This framework was designed to categorize the factors that educators in Australia attributed to their decisions to leave or stay in the education profession. Figure 1 shows a model of the four capitals. The authors developed this framework by cataloging twenty studies on teacher attrition and retention located in Australian literature. The collection of articles yielded four common themes used to explain teacher attrition and retention. The connection between human capital, structural capital, social capital and positive psychological capital can provide a better understanding of teacher attrition and offer suggestions on how to retain more teachers.

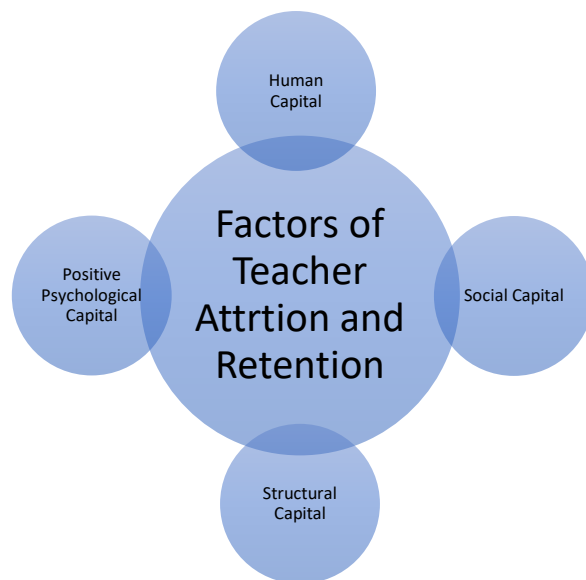


FIGURE 1. FOUR-CAPITAL THEORETICAL FRAMEWORK.

The research on the factors related to teacher attrition presented in this review has been displayed in isolation from each other. The theoretical framework for this study, however, addresses the intersectionality of the various factors to provide a more in-depth examination of the issue of sanctioned attrition. Each of the four capitals should be considered

when explaining teachers' career decisions. This study used this theory when coding themes found in the data. The four-capital theoretical framework, as Mason and Matas (2015) described "acknowledges the complexity of the phenomenon by stepping back from individual factors...and taking a bigger-picture, holistic approach" (p. 59). Using this framework to explore why Black women chose to transition from the classroom to a non-teaching role provided a broader explanation and understanding of their perspectives.

Human capital refers to the skills, knowledge, and abilities teachers have that may impact their feelings of effectiveness in their jobs and result in the likelihood of staying or leaving the classroom. The structural capital refers to "the physical infrastructure, including buildings, as well as the physical teaching resources and technological equipment" (Mason & Matas, 2015, p. 57). Social capital focuses on the connections or relationships among individuals or the climate of the environment or school. Finally, the positive psychological capital refers to how an individual's personality contributes to their career performance and decisions. These capitals form categories of factors that have been described throughout the literature. They have been studied, however, in isolation rather than in conjunction with one another. The four-capital theoretical framework points to the multi-dimensional nature of teacher attrition.

Definition of Terms

The following terms are defined for clarification purposes:

- Attrition- Teachers leaving the classroom

- Internet-mediated research (IMR)- Using internet-based communication tools such as Skype, FaceTime, and Google Hangout to conduct semi-structured interviews (Deakin & Wakefield, 2014).
- Non-teaching role- A professional educational role that does not involve classroom teaching (i.e., instructional coach, district curriculum specialist, instructional coordinator, campus administrator)
- Sanctioned attrition- Attrition as the result of career advancement

Limitations and Assumptions

The scope of this study presented several limitations. This study focused on the experiences of the two participants to better understand their perspectives on their experiences of transitioning from the classroom to non-teaching roles. The number of participants was a limitation of this study. As such, the limited number of participants did not allow for this study to make generalized interpretations or to speak for all Black women who transition from the classroom to a non-teaching role.

It is assumed that the participants in this study responded truthfully and openly about their experiences both as a classroom teacher and in the non-teaching role they currently hold. Additionally, it is assumed that the prior working relationship between the researcher and the participants did not impact the way the interviewers responded to the questions.

Summary

The purpose of this study was to describe the experiences of Black women who left the

classroom to pursue different roles within the profession. This is a significant group to study because their leaving still has an impact on attrition rates because campuses and districts are still faced with the challenge of filling a vacancy. The remainder of this study is separated into four chapters. Chapter Two examines the literature that currently exists in the field related to Black teacher attrition. Chapter Three identifies the research design and data collection and analysis methods employed. Chapter four will provide the results of the data collection, and Chapter Five is a discussion of the findings.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

This study explored the experiences of Black women who changed roles within the field of education. The perspectives of former teachers are valuable since they provide a potential guide to schools, districts, and teacher preparation programs. The topic of teacher retention and attrition has been studied in a variety of ways. Prior research has been conducted to identify factors that contribute to teacher attrition, to describe the typical career mobility decisions of teachers, and to express the need to retain minority teachers. The existing literature has addressed these factors in isolation rather than in conjunction with each other.

This review of the literature provides an overview of the common factors that are connected to teacher attrition. Research studies indicate teacher preparation, teacher characteristics, organizational structure, social networks and teachers' professional identity are all connected to teachers' career decisions. Next, this review examines the concept of teacher mobility. Teacher attrition was initially looked at as a binary issue. The interest was in whether the teacher stayed or left the profession. More recently, however, the definition of attrition has been expanded to include those who transferred schools. This study proposed an even broader inclusion. Finally, this review explores the specific data concerning minorities who leave the classroom. As the nation's student population grows more diverse (Albert Shanker Institute, 2015), it is necessary to consider what research has been conducted to address the lack of diversity in America's classrooms.

The National Center for Education Statistics (NCES) has tracked teacher attrition data for over three decades. The trends in the data provide resounding rationale for the continued study of the factors related to teachers leaving the classroom. NCES' School Staffing and Staffing Surveys (SASS) and Teacher Follow-up Surveys (TFS) provide data based on questionnaires administered to teachers nationwide. Based on their representative sample of participants, statistics are derived to highlight staffing trends among the nation's teacher workforce.

The 1988-1989 TFS data show that of the 2,386,500 teachers 86.5% of them stayed in the profession while 5.6% left (Goldring, Taie & Riddles, 2014). The 2000-2001 school year's data show that of the 2,994,700 teachers surveyed, 84.9% stayed in the profession and 7.4% left. The most current TFS data show that out of 3,377,900 teachers, 84.3% stayed and 7.7% left. Although this data does not explain where they are going or why they are leaving, it is evidence that teachers are leaving at higher rates over time. Teacher attrition remains a relevant topic. Researchers have looked at the many different factors related to teacher attrition including teacher preparation and skills, working conditions, mentoring relationships and teachers' attitudes about their job to help address the issue. The next section explores these factors.

Factors Connected to Teacher Attrition

Researchers have primarily studied teacher attrition based on separate factors: (a) teacher preparation programs, (b) teacher characteristics, (c) organizational characteristics, (d) mentoring and (e) social networks as well as teacher professional identity. By examining how

teachers are prepared, researchers have been able to make connections between the type of teacher preparation program and the likelihood that the teacher will remain in the profession. Teacher characteristics help explain the attributes and skills teachers possess that make them more likely to remain in the profession. Characteristics and structure of the organization can also help to explain teacher career decisions. Social relationships and teacher professional identity also contribute to the choices teachers make to stay or leave the profession.

Teacher Preparation

Both traditional and alternative certification programs are charged with preparing teachers to meet the needs of their students. The type of preparation varies from program to program and may be able to explain why some teachers decide to leave the profession and others choose to stay (Ng & Peter, 2009). Darling-Hammond, Chung, & Frelow (2002) reviewed the various types of teacher preparation programs to determine if the program type makes a difference in how prepared teachers felt to teach. This study focused on how new teachers felt about their level of preparation and how this preparation affected their self-efficacy and plans to remain in the teaching profession. The researchers found that those prepared in traditional preparation programs felt better prepared than those prepared through alternative certification routes. This study is beneficial as an argument for formal teacher education programs that prepare future educators for the urban school environment. These programs lead to greater confidence, perception of preparation, and self-confidence.

Researchers have been careful to make a distinction between attrition and migration. It is important to determine if teachers are leaving the profession, changing schools or changing

positions. Olsen and Anderson (2007) conducted a study that looked at graduates from a Teacher Education program to determine which graduates would decide to teach, which would decide to stay in teaching and the reasons graduates gave for staying or leaving. The authors of this study gave the teachers the opportunity to state their reasons for staying, leaving, and shifting in the profession; this gave the study strength because the researchers had to follow the themes provided by the participants. From their findings, researchers found five themes for those that considered leaving the profession. These themes included (a) not growing in the profession; (b) wanting to make a bigger impact; (c) wanting to get an advanced degree but not having the time to teach and go to school; (d) family issues; (e) factors related to having little time and/or not enough pay (Olsen, et al., 2007).

Early intervention can help to steer those entering the profession down a path toward remaining in the field. Moscovici (2009) focused on teacher interns and used observations, reviewed coursework and conducted interviews to determine how these interns felt about teaching and the job they were doing. While the initial goal of the study was to assess the interns' feelings about the science methods they were utilizing, this mission led to a discovery of reasons for wanting to leave or wanting to stay in teaching. Findings of this study showed that the leavers tended to cite reasons such as teaching being too time consuming and wanting to find a better school. The stayer group chose to do so because of the high level of administrative support and the feeling that they were making a difference.

Similarly, Donaldson (2009) looked at a specific urban teacher preparation program to determine if the graduates of the program were any more likely to remain in teaching than those who did not participate in the urban teacher cohort. The researcher found that those

who were specifically trained to enter urban schools were more likely to leave teaching within five years. This is valuable information because it speaks to a disconnection between preparation and practice. If the experiences students have during preparation do not translate to those they have when they are on their own in the classroom, they may see leaving the profession as an attractive option.

Another key point in teacher retention and attrition research is that prospective teachers need to be able to establish an identity as a professional. Hong (2010) studied pre-service and beginning teachers to determine the connection between teachers' perceptions of themselves and attrition. Hong used surveys and interviews to gather data from participants who ranged from no teaching experience to those currently teaching with less than five years of experience. Findings from this study showed that those in the early stages of the profession need to feel a sense of community and collaboration. Those in the pre-service stage spoke of not being given the opportunity to explore their professional identities during their preparation programs. This, they stated, made it difficult to be prepared for the emotional burnout that occurred.

Many researchers try to link the quest for Highly Qualified Teachers (HQT) and teacher preparation program. Eckert (2013) studied this connection from the perspective of teachers who have recently entered urban schools. Eckert specifically sought to be able to predict teacher retention by looking at their qualifications. The measurement of qualification, however, was Eckert's first obstacle. Eckert used a mixed-methods approach to link preparation to retention. This study found that there was no clear relationship when it came to preparation and retention among the teachers studied. There was also no relationship found between

HQT's and retention. There was, however, a positive relation between those teachers who had confidence in their abilities and successful retention. This connection would suggest that preparation programs would do well to help prospective teachers find confidence in their abilities to help students achieve.

The studies in this section share the commonality of exploring the experiences of participants before they enter the profession. Much can be learned from the perspectives of teachers and their preparation experiences. This study extends the work done in this area by pulling in the perspectives of Black women who left the classroom to determine what similarities and differences exist in their perceptions of their preparation for the field of education. The next section explores the research conducted on the impact of teacher characteristics on teacher attrition.

Teacher Characteristics

Chapman and Hutcheson (1982) explored the issue of teacher retention by looking at the skills and abilities teachers possessed and how those skills and abilities impacted the likelihood that they would remain the profession. Much can be learned from exploring the characteristics of teachers and what makes a teacher more likely to stay in the profession. The authors employed the vocational choice theory to explain how the personality traits of teachers could help determine the likelihood of their departure from the classroom. The authors were more interested in those who left the classroom than those who changed schools. Their quantitative study focused on data gathered in three alumni surveys from three public universities in Indiana. This survey asked two groups of participants, one who left teaching and

the other who stayed, to rate their skills and abilities as well as their criteria for success. The researchers used discriminant analysis to determine which combination of skills, abilities, and measures of success distinguished the two groups.

The study results showed that those who left teaching rated their skills and abilities higher and “assigned more importance to job responsibility/autonomy and to salary increases” (Chapman & Hutcheson, 1982, pg. 103). The survey from which this data was gathered included such skills and abilities as writing, interpreting numerical data, and persuading others to accept your ideas. The criteria for success included recognition by peers, salary increases, and growth opportunity. The goal of the study was to differentiate between those who left teaching and those who remained. The study, however, controlled for variables such as race, age, gender, and teacher preparation program.

In contrast, Boe et al. (1997) sought to explain teacher attrition by examining the age, gender, race, marital status, and number of dependents. They based their study on the Public School Teachers Questionnaire of the 1987-1988 Schools and Staffing Survey (SASS) and the Questionnaire for Current Teachers and the Questionnaire for Former Teachers from the Teacher Follow-Up Survey. Using questionnaire data for both general education teachers and special education teachers, they found significant differences among teachers who left, teachers who transferred schools and teachers who remained in their schools.

Boe et al. (1997) studied a variety of variables to provide possible predictors of teacher attrition, retention, and transfer. One of the variables they looked at was teacher demographic characteristics. They found that age of the teacher, age of their children and number of children were significant variables in teacher attrition. In considering these variables, the researchers

found that those between the ages of 35 and 55 with dependent children older than five were more likely to remain in the classroom. Researchers did not find race to be a significant contributing factor of teacher attrition. Although race may not serve as a predictor of teacher attrition, given the shifting demographics of America's classrooms, race should be considered as a part of the discussion on teacher attrition. Higher numbers of Black teachers leaving the classroom have an impact on the entire profession (Ingersoll, 2015).

Organizational Characteristics

The structure of the organization and its characteristics are also common categories in teacher attrition research. Ingersoll (2001) explored how the characteristic of the organization can impact teachers' career decisions. Factors such as salary, access to resources, building conditions and administrative support help frame much of Ingersoll's research. His focus was on the structural capital related to teacher attrition and did not connect the social networks or the attitudes and beliefs of the teacher.

Ingersoll used the 1900-91 SASS and the 1991-92 TFS data "to examine teacher turnover and school staffing problems as organizational phenomena" (pg. 7). He found that the organizational characteristics had a more significant impact on teachers' choice to leave the profession. The findings of his research showed that organizational conditions such as salary, administrative support, student conflict, and faculty influence all make a difference in retaining teachers. In conjunction with organizational characteristics, Ingersoll recognized the significance of employee migration and its relation to employee attrition. Those who change schools or roles impact the organization just as those who leave the profession.

As an update to the study conducted by Ingersoll (2001), Guarino, Santibañez, and Daley (2006) provided an in-depth review of retention research. Their focus was on personal characteristics of those who enter teaching as well as those who remain in the field. The researchers looked at the age, race, gender, and ability of their participants to determine whether these characteristics make a difference in the decision to leave the profession. As for predicting those who chose to enter the field, the researchers found that gender and race were the strongest predictors (Guarino, Santibañez, & Daley 2006). White women were found to enter the teaching field at a higher rate than males and minorities. They also found that those with higher academic ability were less likely to enter the field. Minorities had a lower attrition rate while those with higher academic ability were more likely to leave the profession. It is important to note that the quantitative data from their review of the literature did not account for why academic ability was a factor.

Administrators can have an impact on teacher job satisfaction in a variety of ways. Burkhauser (2016) explored how principals can impact the decisions teacher make by impacting the environments in which they work. Burkhauser surveyed teachers in North Carolina public schools to determine how principals impact their choice on staying or leaving the school. The findings showed that “...principals can play a key role in teachers’ perceptions of their school environment which have been shown to affect their leaving decisions” (pg. 15). Administrators have the power to produce work environments in which teachers are more likely to remain. The authors of the study suggest targeted professional development for administrators can assist them in improving teachers’ working conditions and as a result, increase their retention.

Social Support

Social support is a necessary component to assist teachers in not only academic instruction but also navigating the school culture and practices. The lack of administrative support impacts teacher quit decisions. Hanushek, Kain, and Rifkin (2001) included lack of administrative support as a reason teachers choose to leave public schools. Administrators impact staff morale, student discipline, resource allocation, and decision-making. Researchers in this area assert that these areas, if not handled adequately, can create a hard-to-staff environment.

Peer connections are also an important factor of teacher retention. Smith and Ingersoll (2004) looked specifically at the issue of social support through mentoring with beginning teachers across the United States. As a starting point, they used data from the SASS of 1999. This data allowed them to see the numbers of induction programs that were in place across the country, the numbers of beginning teachers who participated in induction programs, and the rates of turnover of beginning teachers.

Smith and Ingersoll (2004) found that the likelihood of leaving the profession was reduced if the beginning teacher was given a mentor in their same subject area. They found that there is a variety of induction and mentoring programs across the country and that having some form of program has more of an impact than having no program at all. They also found that an induction program that also included other social supports such as team collaboration, and extra resources lead to retaining more teachers. It is vital to understand how social relationships and support relate to teacher attrition.

Teacher Identity

Teacher job satisfaction also serves as an explanation for staying or leaving the classroom. Johnson, Kraft, and Papay (2012) studied how working conditions can predict job satisfaction and decisions to stay or leave the school. These researchers used survey data to uncover which conditions in the high need schools can be linked to low job satisfaction and the desire to leave. The findings in this study show that low job satisfaction existed in environments where teachers felt a lack of administrative support. There also existed a feeling of isolation among colleagues. It stands to reason that those who felt a low level of job satisfaction were those who also were more likely to choose to leave the profession.

Skaalvik and Skaalvik (2010) examined how teachers' beliefs and attitudes about their job and their capabilities impact their success in the classroom. They found that issues such as self-efficacy, teacher burnout, and job satisfaction play a role in predicting their success. Their study, however, did not consider whether evidence of the successful attributes connected to the likelihood that the teachers would remain in the profession. The study did not attempt to predict whether their success would lead to their permanence in the profession. It is worthwhile to know whether a teacher who possesses these attributes is more likely to remain in the field and thus tap into their potential for success. They also did not combine other factors such as skills and abilities, working conditions, and social networks to determine how these areas may impact teacher attitudes.

The psychological and physiological responses of teachers can help explain teacher attrition as well. Factors such as resilience, grit, determination and perfectionism are positive elements that can lead to teacher retention (Jones, 2016). On the other hand, factors such as

stress, burnout, and fatigue may contribute to teacher quit decisions (Ryan et al., 2017). Survey data has shown that testing accountability triggers negative psychological responses in many teachers and these negative psychological responses can lead to teacher attrition.

Having a clear understanding of the factors related to teacher attrition helps districts, schools, and teacher preparation programs address the issue more holistically. However, there is another aspect of teacher attrition that should be considered. The mobility decisions of teachers should be explored to gain a better understanding of the career decisions teachers make.

Definitions of Teacher Mobility

Historically, the definition of teacher attrition has included those who have left the profession. In more recent years, those who changed schools have also been added to this definition because their absence created a vacancy in their previous schools. This section provides an overview of how the routes of teacher attrition have been described in the literature.

As previously mentioned, much of the early research considered the teacher retention and attrition debate to be binary in nature. Retention meant the teacher stayed in the profession while attrition meant the teacher left the field. Chapman and Hutcheson (1982) and Chapman (1983) considered those who remained in education to be retained regardless whether they stayed at the same school or in the same position. As Ingersoll (2001) pointed out, however, those who changed schools contribute to teacher attrition as well. Teacher mobility includes staying, moving, leaving or transferring.

To describe each group, Johnson and Birkeland (2003) explored how new teachers explained their decisions to stay in the classroom, move to another school, or leave the profession altogether. They employed the phrases *stayers*, *movers*, and *leavers*. Their goal was to uncover how these different groups came to their respective career decisions.

In their findings, the leavers identified strongly with the theme of not feeling like they were making a difference (Johnson & Birkeland, 2003). Those interviewed cited wanting to feel like they could positively affect their students. Another issue was that of not having peer or administrative support. The mover group chose to change schools rather than leave the profession in hopes of finding a better professional fit. Some participants chose to go into administration while others chose to continue teaching. Though their reasons for moving were similar to those who left, they made the decision stay in the profession in hopes that a change within the system would work.

Stayers were those who chose to remain in their school. The researchers found that those in the stayer group chose to stay because they felt supported by their administration, felt they made a difference with their students and they felt that they had a manageable teaching load for their first couple of years. Johnson et al. (2003) used the information they gathered in this study to spark a conversation about policy and leadership practices. Though they acknowledged that the issues faced by these teachers might not be exact for the population nationwide, they did see value in highlighting some common issues faced by early career teachers.

Likewise, Elfers, Plecki, and Knapp (2006) studied teacher mobility in the Washington education system. Their goal was to address equity concerns among the teachers by examining

who stayed, left the profession or transferred to another school. They were particularly interested in those who decided to move within the district or to another district; They were interested in the movers.

Elfers et al., (2006) used surveys and data from a state database to gather information about the teachers in Washington. They found that the reasons teachers chose to leave or change schools were similar to the organizational factors highlighted by Ingersoll. Though Elfers et al. (2006) found that working conditions were a sizeable factor in teachers' decisions to leave the profession or change schools, the study is limited in that it does not factor in those who changed roles. Studying those who changed roles offers an additional contribution to the field of study.

Quartz et al. (2008) did include role changers as a part of their description of teacher attrition. They defined role changing as "teachers leaving full-time classroom teaching to take on other roles in the educational workforce" (p. 222). The researchers used survey data from teacher education program graduates up to eight years after they started their careers. The survey was designed to track the role-changing patterns among the participants. They found that by the eighth year role changing attributed to 70% of cumulative attrition. They also found that although other studies either did not consider race to be significant or that race did not have an impact on predicting teacher attrition, "Black teachers were slightly more likely to leave teaching for a role change in education than were White teachers..." (p. 235).

Though it is valuable to see differences and similarities among the leavers, movers, and stayers, the definition of attrition should also include those who transitioned to a non-teaching role within the profession. This study provides additional substance to the field of teacher

attrition research by filling in gaps concerning those who choose to remain in the profession but leave the classroom. It is also valuable to include Black women who have transitioned to a non-teaching role. As Quartz, et al. (2008) demonstrated, more research should be conducted to provide information on the decisions of Black teachers who transition to non-teaching roles. Sanctioned attrition may help explain the shortage of Black women in the classroom.

Shortage of Black Women in the Classroom

This section of the review of literature focuses specifically on the shortage of Black teachers in the classroom. Although the emphasis on the retention of Black women is due to the personal connection of the researcher, data from NCES also indicates that there is a need to address this demographic. The 2012-2013 TFS showed that approximately 78.2% of Black teachers stayed in the profession while 11.7% moved to another school and 10.1% left the profession (Goldring et al., 2014). When compared to the national data, it is logical to conclude that attention should be paid to Black teachers. Black women make up 78% of the black teacher population (Carver-Thomas & Darling-Hammond, 2017). What can the literature provide as a way of describing the presence and absence of Black women in the classroom?

Early studies did not consider race as a significant factor in teacher attrition. With the increasing diversity of America's classrooms, however, there is a need to focus on minority teacher attrition. More specifically, the need for Black teachers has become more prevalent as the number of black students continues to rise (Drew, 2001). In fact, although Quartz et al. (2008) saw White teachers leave the profession at a higher rate, later studies indicated a change in this trend. When considering job transitions, minority teacher attrition has been

higher than that of non-minorities (Ingersoll & May, 2011; Ingersoll, 2015). Figure 2 shows a comparison of the two groups' attrition rates from 1987-2013.

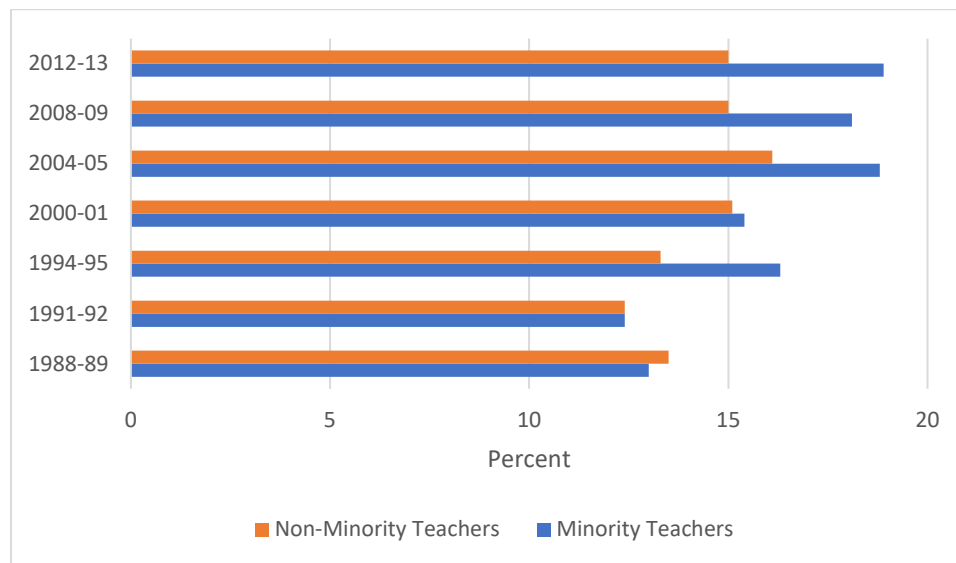


FIGURE 2. PERCENT OF ANNUAL PUBLIC SCHOOL TEACHER TURNOVER, BY RACE AND ETHNICITY OF TEACHER (ADAPTED FROM INGERSOLL & MAY, 2011, P. 630).

Although Ingersoll and May (2011) and Ingersoll (2015) corroborate the increase in minority teacher attrition, they do not explicitly offer data on Black teachers who leave the classroom. Drew (2001), however, pointed to the “limited number of African-American teachers” as “a problem too serious to ignore” (p. 1). The disparity between the number of Black students and Black teachers makes the issue of Black teacher attrition of one of vital importance to the field of study. Drew’s goal was to determine factors that influence Black teachers’ decisions to remain in teaching. Rather than focus on why teachers were leaving, Drew used qualitative methods to uncover what influenced them to stay.

Drew (2001) used in-depth interviews and a focus group to address her research question. The participants were Black secondary teachers with six or more years of teaching experience in a public school. Based on the coding results, Drew found that the participants

noted a sense of responsibility and an ethic of care as reasons they remained in the classroom. Their sense of responsibility is also what they reported as bringing them to the profession initially. Although it is valuable to know why Black teachers enter and remain in profession, it is also imperative to understand what causes them to leave the classroom for non-teaching roles.

Achinstein, Ogawa, and Sexton (2010) focused precisely on the problem of Black teacher attrition. The authors provided a review of the research on retention and turnover. While noting the need for more diversity in America's classrooms, the researchers pointed to similar findings in the reasons Black teachers leave when compared to the reasons White teachers leave. Once again, however, these researchers focus more on the binary nature of teacher attrition rather than considering the different career decisions teachers may make.

Similarly, Carver-Thomas and Darling-Hammond (2017) focused on the factors that have already been identified as having a connection with teacher attrition and analyzed the data from the 2011-2012 SASS and the 2012-2013 TFS to identify trends among Black women. The authors explored factors such as salary, school characteristics, working conditions, and teacher preparation to determine what impact these factors had on Black women who chose to leave the profession or move to another school. They found that these factors were indeed relevant to the career decisions that Black women were making. The case for the retention of Black women is made stronger by the data on the attrition of this group (Ingersoll & May, 2011; Ingersoll, 2015; Carver-Thomas & Darling-Hammond, 2017). "The turnover rate for Black women, 21.8% is significantly greater than that of non-Black women, 13.4%..." (Carver-Thomas, 2017, pg. 170). The factors of attrition are similar but the impact is greater.

This study focused on the perspectives of Black women who transitioned from the classroom to non-teaching roles. It is vital to gain insight from those who chose not to leave the profession but change positions instead. Although the attrition may be a career growth opportunity, understanding the factors related to this career decision is still essential.

Summary

There are a variety of studies on teacher attrition. Much of the research has focused on isolated factors related to the reasons teachers leave the profession. Additionally, teacher attrition research has historically been based on whether the teacher left the field altogether or remained. Recently, minority teacher attrition has gained considerable attention due to the increase of diversity of the students in the nation's schools and the need for a similar diversity among the teaching force. The next chapter illustrates the study's methodology. It describes the participants, the data collection method, and the data analysis process.

CHAPTER 3

METHODOLOGY

Qualitative Inquiry

The purpose of this multiple case study was to explore the perspectives of Black women as they relate to the factors that contributed to their decisions to transition from the classroom to non-teaching roles. The participants were two Black women who worked as classroom teachers and then transitioned to a non-teaching role. The participants were solicited and recruited from a population of former teachers who transitioned to other roles within the field of education. This study addressed the following question:

What factors are associated with the career decisions of Black women who transitioned from the classroom to different roles within education?

The qualitative data was deductively analyzed and coded to determine the factors these former teachers attribute to their decision to leave the classroom. A multiple case study methodology, as Yin (2014) describes, allows for the study of complex social situations. In this study, it offered the ability to answer the research question in such a way that informs stakeholders of needs, concerns, and suggestions of those who have left the classroom. The chosen methodology incorporated the four-capital theoretical framework. As the data were coded, they were analyzed to determine where participants' comments connected with the four capitals Mason and Matas (2015) developed to provide more information on why teachers leave the classroom.

Model of the Study

This study was a multiple case study. A case study was deemed an appropriate

methodology because the goal of the study was to provide an in-depth description of the lived experiences of the participants. “As a research method, the case study is used in many situations, to contribute to our knowledge of individual, group, organizational, social, political, and related phenomena” (Yin, 2014, p. 4). Using a multiple case study methodology allowed me, the researcher, to explore explanations that fit both individual cases.

Focusing on the theme of understanding the lived experiences of the participants, I conducted open-ended semi-structured interviews to gain a better understanding of the experiences of Black women who transitioned from the classroom to a non-teaching role. Hatch (2002) explained that “Qualitative researchers use interviews to uncover the meaning structures that participants used to organize their experiences and make sense of their worlds” (p. 91) The participants participated in three interviews of varying lengths. The participants were asked to recount their experiences as a classroom teacher and to describe their current position in education. The duration of the interviews depended on the amount of data provided by the participant.

Participant Recruitment

Participants for this study were recruited through social media. More specifically, I created a Facebook post in which I described the study and characteristics of potential participants. The participants were recruited from a group of my former colleagues. I targeted Black women who had previous classroom teaching experience who had left the classroom to take on a different role within education. I did not specify what type of role the new role had to be. I, did, however, limit my participants to those who had made the transition within the

preceding three years. I wanted to ensure that the participants' teaching experience was relatively recent so that memory recall would be easier and more reliable.

The post resulted in over 10 responses, but upon further vetting of the participants, many of them did not meet the guidelines of the study. Two of the people who responded had not left the classroom at the time of the study. Three of the people who responded had been out of the classroom for more than three years. Two of the people who responded had left the profession completely. Three of the people who responded met the participant criteria for the study. One person, however, did not follow-through once she was asked to participate in the study further.

Participant Demographics

The population for this study included Black women who recently left a classroom teaching position but did not leave the field of education. There were two cases in this study. The cases are two Black women with ten years of teaching experience. Both women taught at the secondary level before transitioning to non-teaching roles.

TABLE 1
PARTICIPANTS' DEMOGRAPHIC INFORMATION

	Jessica	Tiffany
Level of Education	Master's degree	Master's degree
Type of Teacher Preparation Program	Traditional Certification	Alternative Certification
Certification Area	6-12 English Language Arts	6-8 Science; Administrator
Grade Level(s) Taught	10-12 Grades	6-8 Grades
Years of Teaching	10 years	10 years
Non-Teaching Role	Campus Instructional Coach	Campus Principal

Information regarding the level of education, teacher preparation program type, years of experience and certification areas were gathered to collect background information about the participants. Table 1 shows demographic information for each participant that was gathered throughout the interviews.

Participants in Context

It is important to have a description of the participants' work environments to better understand the context of the interview findings. This section describes the districts and campuses in which the participants worked as teachers and in their new role. Pseudonyms have been given to all campuses and districts.

District Context

Both Jessica and Tiffany's careers as classroom teachers, in the school year before they changed roles was in Home Town ISD (HTISD). HTISD is suburban district in the state of Texas. According to the Texas Education Agency, in 2013, HTISD had 57,914 students across 72 campuses. At the time, Black teachers were 12.9% of the teacher-workforce, Hispanics were 16% of the teacher-workforce and 65.5% of the teacher work-force was white. The student body was made up of 17.2% Black students, 49.7% Hispanic students, and 22.4% White students. 61.1% of the students were categorized as economically disadvantaged.

In her role as an instructional coach, Jessica remained with HTISD. During the year this study was conducted, 2016-2017, HTISD had 57,418 students with 17% of them being Black, 49.8% of them being Hispanic and 20.3% of them being White. 65.6% of the students are

economically disadvantaged. 15.2% of the teachers are Black, 18.5% are Hispanic and 60.7% are White.

Tiffany took an elementary Principal position in an urban school district in Texas, Grand Town ISD. Grand Town has 158,495 students across 238 campuses. 22.6% of the students are Black, 70.1% are Hispanic and 4.9% of them are white. 87.8% are economically disadvantaged. 35.7% of the teacher- workforce is Black, 20.6% is Hispanic, and 32% is White.

Campus Context

During her time as a teacher, Jessica worked at Home Town High School (HTHS). In her new role, she remained at HTHS. Tiffany worked as a teacher at Home Town Middle School (HTMS) and currently works as a Principal at Grand Town ISD (GTISD). Table 2 shows student demographic information for each campus. This information is valuable because it helps establish the context in which the participants worked as teachers and in their new roles.

TABLE 2
STUDENT DEMOGRAPHIC INFORMATION BY CAMPUS AND YEAR

Campus	# of Students	% of Students Economically Disadvantaged	% of Students At Risk	State Accountability Rating
HTHS 2013-2014	2,675	32.4%	47.6%	Met Standard
HTMS 2013-2014	778	82.1%	51.7%	Met Standard
HTHS 2016-2017	2697	41.2%	26.5%	Met Standard
GTES 2016-2017	324	94.4%	40.1%	Met Standard

Mobile Data Collection Procedures

The Institutional Review Board granted authorization to conduct the current study on

June 7, 2016. Due to my relationships in the field of education, recruitment was conducted via social media and word of mouth. Those who were interested in participating in the study responded to my social media posts through direct messaging. The interview schedules were then coordinated to fit the participants' availability. Although both participants and I are located in Texas, the use of an internet-mediated system, specifically Facebook Video Chat, allowed for greater flexibility in the scheduling of interviews because it eliminated the need for the participants and me to be in the same geographical location. While I collected data from my home office, the participants logged in from their homes; The participants were not bound to any one location. Before the interviews began, the participants were emailed a copy of the informed consent form. At the beginning of the first interview, I reviewed the informed consent form with each participant to determine if there were any questions or concerns and to obtain both their written and verbal permission to proceed with the interview.

Before the interviews were conducted, both participants read and signed an informed consent form. The data were collected during open-ended semi-structured interviews conducted through Facebook Video Chat. The data were collected to analyze what these former classroom teachers believe about their transition to a non-teaching role and how those perspectives can inform the field of education in addressing the issue of teacher attrition. Modern-day research affords the researcher the option to collect data through a variety of means, including online interviews. The use of innovative technologies such as Skype, FaceTime and Google Hangout is growing throughout the field of qualitative research (Hanna, 2012). These technologies serve to reduce the impact of geographical distance and scheduling

difficulties. Sullivan (2013) highlighted the convenience that using internet-based communication tools adds for the participant and the researcher.

Through internet-based communication technology, specifically Facebook Video Messenger, I saw, heard, and recorded the participants as I collected the interview data. There were factors to consider when using mobile data collection. Deakin and Wakefield (2014) advised that factors such as building rapport, watching non-verbal cues, and creating a positive interview environment are areas that the researcher should keep in mind. In this study, building rapport was not an issue because I had a prior work relationship with the participants. The video capability provided the possibilities to witness non-verbal cues. I also took logistical factors such as internet connection and device availability into consideration. The participants both had Facebook Video Chat and that determined which tool to use for the study. Both participants and I were familiar with the tool which eliminated the need to assist them.

The interview questions were split into two categories. The first interview focused on the participants' time as a classroom teacher. The questions were designed to gather information about how the participants were trained, what early experiences they had and what ultimately lead to their departure from the classroom. The second interview focused on the participants' transition from the classroom to the non-teaching role and their experiences with the transition as well as in the role. Appendix A shows the initial questions that were asked during each interview. Although the initial questions for both participants were the same, the open-ended nature of the questions allowed me to ask additional questions that were specific to the answers given by each participant.

The first interview was designed to elicit data about the participants' experiences in the classroom. They were asked about their teacher preparation programs, their first year of teaching, the positive and negative aspects they encountered as well as the factors that lead to their transition. The second interview took place three weeks after the first interview. It focused on the participants' transition into their non-teaching role. They were asked to describe the transition, their first experiences in their new position and to compare their experiences in both positions. The final interview took place four weeks after the second interview. This interview was less formal in nature and served as a member check rather than a data gathering session. Prior to the interview, the participants were sent transcripts of the first two interviews to guarantee the validity of their responses. During interview three, the participants were also asked to reflect on their responses to ensure I captured their perspectives adequately. Following the analysis phase, participants were sent the research findings and asked to provide their thoughts on the metaphors that were used.

All interview transcripts, audio, and video recordings of the interviews are housed on a password-protected laptop. I am the only one who has the password to the laptop. These security measures help to ensure confidentiality of materials and data collected. All electronic media will be destroyed after three years as stipulated in the IRB application and Informed Consent letter.

Data Transcription

Each interview was transcribed from the audio recording using Microsoft Word. After transcription, each transcript was reviewed for accuracy while listening to the recording again.

Each transcript was labeled with the appropriate interview number and participant pseudonym to protect their identity. Initially, I opted to hand code the data to become more familiar with the data and to identify the metaphors used. Hand coding allowed the researcher to consider the context in which the metaphor was used to determine if the metaphor was indeed relative to the study. After several rounds of hand coding, I used computer-assisted software program. This program enabled the creation of graphs based on the data codes and facilitated the data analysis.

Data Analysis

The data collected were used to explore Black women's perspectives on transitioning from the classroom to a non-teaching role and identify metaphors that were used by the participants as they described their experiences. Through the semi-structured interviews, I collected data concerning the Black women's perspectives about life in the classroom and the factors that caused them to change roles.

I identified concepts connected to the four capital and coded accordingly using ATLAS.ti.1.6.0TM as an additional analytical tool. This tool aided in computer-assisted coding and organizing of the data. Those concepts were coded based on the four-capital theoretical framework to understand the factors related to Black women transitioning from the classroom to a non-teaching role. I was also in contact with my committee chair for assistance regarding the processing and results of the data.

Metaphorical Analysis

I chose to include a metaphorical analysis of the data to provide a more vivid description of the interview data and to present a more nuanced approach to the topic of teacher attrition. It is important to state; the participants were not asked to provide metaphors. Instead, I identified the metaphors as I reviewed the interview transcripts. Once the interviews were conducted, I transcribed the data verbatim. I conducted a line by line analysis to identify metaphors that the participants used. I identified metaphors by looking at those words or phrases that the participants used that were not used in the literal sense of their meaning. Based on the context of the answer, the I identified what metaphors were used and what the participants' intended meanings were.

I identified the metaphors based on the contexts of the participants' responses. By definition, a metaphor is a "figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness or analogy between them" (*Merriam-Webster*, 2017). Once identified, I then categorized the metaphors according to the four capitals of the theoretical framework.

Trustworthiness

In addition to collecting and analyzing data, I assured the participants of complete confidentiality throughout the course of the study. I assigned pseudonyms to protect the identities of the participants and no schools or districts were named. Any reference to a school or school district was also changed to a pseudonym. After the appropriate time established in the IRB process, all recordings, notes and transcripts will be destroyed.

Member checks were also used to help give the study strength. I provided participants with transcripts of each interview and asked them to verify if the validity of transcripts in capturing their perspectives. Each participant confirmed the accuracy of the interviews. I also gave the participants the results of the data analysis for review and asked them to provide feedback for the research. The participants did not indicate any changes were necessary.

Summary

This chapter described the qualitative methodology used in this study. The use of internet-based communication technology provided a convenient system of conducting the interviews for this multiple case study. This study highlights the perspectives of Black women who transitioned from the classroom to a non-teaching role. The participants provided data that helped describe their experiences both in the classroom and in their non-teaching role. Coding the data according to the four-capital theoretical framework offered a robust exploration of this topic. The next chapter presents the data by highlighting the four categories of the theoretical framework and connecting those categories to the metaphors uncovered.

CHAPTER 4

RESULTS

Study Background

Chapter 4 presents the findings in the form of a multiple case study in which the participants' careers in the classroom and their non-teaching roles are explored. In addition to interview quotations, each section will provide metaphors used by the participants that offer a vivid glimpse at their experiences in the field of education. Following the case study results, a cross-case analysis is presented to point to similarities and differences between the participants.

Research Question

This study was guided by the following central research question:

What factors are associated with the career decisions of Black women who transitioned from the classroom to different roles within education?

This study addressed the research question through semi-structured interviews using a series of open-ended questions designed to elicit responses based on the participants' experiences as a teacher as well as in their non-teaching role. The theoretical framework for this study is the four-capital theoretical framework as presented by Mason and Matas (2015). Use of this framework allowed the issue of teacher attrition to be examined holistically. The many factors related to teacher attrition can be categorized into the four capitals which provides a deeper understanding as to the impact the factors have on the field of education as well as school districts and classrooms.

Findings

The purpose of this study was to describe factors associated with the career decisions of Black women who transitioned from the classroom to different roles within education. Data for this study was gathered during two interview sessions. During Interview 1, I gathered data on the participants' experiences as classroom teachers. During Interview 2, I gathered data on the participants' experiences during their transition and in their new role. Data in this study were analyzed in such a way as to identify areas in which one of the four capitals was addressed and to identify and interpret the metaphors used by the participants. The theoretical framework of this study guided the researcher in categorizing the results. The context of the participants' responses was taken into consideration when deciding upon the inclusion and categorization of the metaphors.

The theoretical framework, the four-capital theory, posits that all four capitals help explain teachers' decisions to leave the classroom. Indeed, considering a variety of factors allows for a deeper understanding of the decisions teachers make to leave the classroom and can also be used to understand why they chose to stay in the field of education in a non-teaching role. The data for this study are presented through a multiple case study along with the metaphors that were identified. The four capitals, human capital, structural capital, social capital, and positive psychological capital, will serve as the categories for grouping the case study data and metaphors. Table 3 shows the time of each interview, the word count for each interview. Appendix C identifies the metaphors that were identified during data analysis. These metaphors are categorized by capital and by the interview in which they were used.

TABLE 3
INTERVIEW TIMES AND WORD COUNT

Interview	Name	Time	Word Count
1	Tiffany	16:31	2,733
	Jessica	28:47	4,319
2	Tiffany	17:05	2,737
	Jessica	36:10	5,289

Case 1-Jessica

I met Jessica in 2009 while working as a teacher at a public suburban high school in Texas. We taught different content areas but would interact with one another during our conference periods, staff meetings and after school events. We would often discuss the issues we faced in the classroom and discuss ideas on what other roles we could play in education. Once I decided to conduct this study, I reached out to Jessica through social media. I knew she had recently accepted a non-teaching position on the same campus. We discussed the components of the study briefly, and she agreed to participate.

Jessica participated in a traditional teacher preparation program at a public university in Louisiana. It is essential to explore how teachers prepare for the classroom. Their preparation program, as Darling-Hammond, Chung, and Frelow (2002) addressed, can make a difference in how they feel about teaching. Jessica's teacher preparation, in her opinion, did not seem as difficult as what pre-service teachers currently experience. As she described,

I did the traditional route, which for me was I did straight four years of education with-- and I'm out of the state of Louisiana, so I caught it at a really good time because I'm English-certified, but I really didn't have to do that much to become an English-certified teacher. I had maybe eight English classes, two education ELA classes, and that was it, and the last year I graduated, they ended that program, so I would say about 2006-

2007, the universities became a lot more strict about what it took to become a teacher, so I certainly took a traditional route, but probably even more traditional than what's required now. The requirements were not as strict as they are now.

Her program requirements included a semester of teacher observations and another semester of student-teaching at a local high school. The school where she did her student-teaching, however, was not comparable to the campus where she got her first teaching job.

...so, my student teaching was at that time considered a top school in Louisiana, or top school in the parish. I taught a speech class, but the teacher had the best speech and debate program in the state, great theater program in the state-- I'm sorry, in the parish. And then when I got my first teaching job, it was totally different...

...the dynamics of the school were different, so my first teaching job, low socioeconomic-- It was the mid-2000s. I think I started teaching in 2005, so I was teaching in Shreveport, and they had just begun to close the door on a really, really severe gang epidemic, so the height was probably mid-90s, mid-to-late 90s, and it started to taper down, and so when I started working there, they were at the end of that cycle, and their biggest issues were just not having resources and tools to help students learn, which is very typical for low socioeconomic schools.

After completing her teacher preparation program and receiving her Bachelor's degree, Jessica's desire was to leave her home state of Louisiana for a teaching position in Texas, but that proved to be more difficult than she anticipated. When she showed up in Texas to interview for jobs at a highly-publicized job fair, she was turned away because she did not have the proper Texas teacher certification.

Jessica started her teaching career in Louisiana in 2005 and moved to Texas shortly after that. As she recounted her experiences in the classroom, it is evident that there were a variety of factors that contributed to her choice to transition from the classroom to a non-teaching role.

Case 2- Tiffany

Tiffany and I met in high school in the late 1990s. At the time, we both participated in a Future Teachers of America program in preparation for teaching careers after college. Neither of us planned to leave our home state and come to Texas, but by 2006 we were both employed by the same school district. Tiffany left the district for a position as Campus Principal in 2012. During the recruitment phase, I reached out to her through social media and explained the goals of the study and invited her to be a participant. She agreed, and we set up an interview schedule.

Tiffany participated in a traditional teacher preparation program at a public university in the state of Oklahoma. Her program included a semester of student-teaching at a local high school for advanced students. Tiffany saw her experiences of student-teaching as positive ones. She remarked,

when I taught my student teaching that was pretty much just going by the book. You know my mentor teacher was a great teacher but since I was there she just let me run the show, and I planned and did whatever I just followed the book for the most part.

Tiffany holds her program in high regard as she stated, "...personally, for me, I felt like it prepared me for everything that I was doing in the classroom."

It was not until her move to Texas that Tiffany found difficulty in her chosen content area.

The only problem that I faced was when I came to Texas, and the certification test was a little bit different. I'm from Oklahoma certification because I passed there as a biological scientist. I struggled with the earth science test that Texas has...

Initially, Tiffany was hired on a temporary teaching certificate in a large urban school district in Texas. After becoming fully certified, Tiffany found a job in a suburban school district.

Her experiences both in the large urban district and the suburban district contributed to her decision to transition from the classroom to a non-teaching role.

Human Capital in the Classroom

The human capital theory, as described by Mason and Matas (2015) relates to the knowledge, skills, and abilities of the participants in both their teaching and non-teaching roles. A significant implication of the findings associated with this capital is the connection between teacher preparation and the participants' proficiency levels and the impact these areas have on the career decisions of the participants. Chapman and Hutcheson (1982) based their study on how the lack of skills and abilities impact teachers early in their careers.

Jessica

During the first interview, Jessica referenced issues related to her lack of human capital as well as the lack of human capital among her colleagues. She described enjoying her first year of teaching but in hindsight realized she was not well-equipped for the job. She commented,

My first year—I didn't think it was hard, I just didn't know enough. The biggest things I struggle with—I didn't know educational terminology. And so, I remember I would sit in meetings, and I would be like, I have no clue what they're saying. I don't know what.

It was a language, and I had to learn the language, and I really didn't know the language. That was probably the biggest struggle that first year, just getting through the jargon.

She also noted that there was a reluctance among new teachers to admit to themselves and others that they lacked the necessary skills and knowledge for the job. She also pointed to their

views on getting help and how those views contributed to their reluctance in asking for assistance.

The new teacher believes that they've got it together and they're awesome, and they don't want to be seen as inept, and they don't see that support doesn't imply that you're inept. It just implies that you don't know what you're doing, and everybody knows that you don't know what you're doing. It's not a secret.

The following metaphors exemplify Jessica's thoughts on how human capital connected to her career as a teacher:

- *The Door*- Jessica used the metaphor of the door to describe her entrance into the profession. The door symbolized having the proper credentials and permission to enter. "I drove overnight...got to the door, knocked on the door and they slammed the door in my face and basically said 'You're not certified. We don't want you here'".
- *Four Stars*- Jessica used the metaphor of receiving four stars to describe those teachers who knew what they were doing and the feedback they received from their superiors. These stars suggested proficiency. "Oh, you did great. You get four stars on everything."

Tiffany

At the beginning of the interview, Tiffany was asked to give an analogy of what she thought of her first year of teaching. Her response was "the unknown." This description was a central theme as Tiffany described the various aspects of the job that were unfamiliar to her. Accountability, for example, was a specific area Tiffany mentioned concerning a lack of knowledge and skills.

There wasn't a curriculum that I necessarily followed as a student teacher so as a first-year teacher there was a curriculum but I remember saying oh I don't like earth science stuff that much I don't want to teach it and nobody there was no accountability for it. I'll be very honest, so there was no accountability, for it so I just taught really pretty much what I wanted to teach.

As she continued to reflect on her first years in the profession, Tiffany noted that the level of human capital, her knowledge, and skills in the classroom was not very high.

I was probably not that good. I probably taught all kinds of misconceptions to kids and you know thinking I was a good teacher even like in my second year when I moved to *Home Town* you know I still remember just doing things out of the book and teaching things that we wanted to teach that when we talk about body systems and we take like a whole 6 weeks because it was interesting to us, and it was interesting to the kids but that wasn't necessarily what the curriculum said nor was it what the TEKS (Texas Essential Knowledge and Skill) said.

Ultimately, Tiffany did take steps to increase her skill set and develop as a professional. "We spent a lot of time researching and going to conferences and stuff in the summer to better our craft..."

Tiffany sees the issue of the lack of human capital as an issue that continues to undermine the efforts of schools to provide a quality education.

...you just don't find that very often. You find people who are generalists and truth be told you don't even find people who are actually science certified anymore. You find people who are generalists...

The metaphors Tiffany used indicate how human capital impacted her career as a teacher:

- *The Book*- Tiffany used the book metaphor to describe her experiences as a student teacher who did not stray from what she was told to do and how she was told to do it. She did not possess much human capital at this point in her career. "However, when I taught my student teaching, that was pretty much just going by the book."

- *The Show*- Tiffany used the show to describe someone who is proficient. Those able to run their classroom were knowledgeable enough to be on their own rather than still needing a supervising teacher. “You know my mentor teacher was a great teacher but since I was there she just let me run the show and I planned, and did whatever I just followed the book for the most part.”
- *Lens*- Tiffany used the metaphor of a lens to describe developing standards to determine how successful she was in the classroom. She equated the lens to the accountability measures in place. As her lens grew more focused, she became more proficient and skilled as a teacher. “I had to really kind of focus my own lens on what the standards say, and the TEKS said and teach a more aligned curriculum.”

Both cases demonstrated how human capital was connected to their roles in the classroom. Their skills, knowledge, and abilities made an impact not only at the beginning of their careers but throughout their careers as they learned new skills and grew professionally. The next section explores how structural capital connects to the role of a teacher.

Structural Capital in the Classroom

Mason and Matas (2015) describe structural capital as the physical building and resources connected to the work environment. The factors in this section are those that deal with how the participants described their work environment. These factors include curriculum, school policies, salary, salary, state accountability standards and standardized testing.

Jessica

After moving to Texas to teach, Jessica remained at the same suburban high school for the remainder of her teaching career. She taught the same content area, English Language Arts, as well. One structural capital issue she faced was that of the monotony of the curriculum.

The only downside is I taught the same content for many, many years, and sometimes down the same material every single year, period after period, and that kind of drug me down a little bit having to teach the same thing, year after year, over and over and over again...

Although teaching the same thing year after year was not ideal, her desire to help kids reinforced her commitment to stay in the classroom. She was committed to making an impact on their lives.

Policies of the school and district, however, further contributed to her lack of structural capital in the classroom. One such policy was the district's Failure Prevention policy. It is a policy designed to prevent students from failing by ensuring that the teachers were communicating with the students, parents, and administration about the students' performance. Jessica, however, felt this policy was meant to prevent teachers from failing students because of the lengthiness of the process.

So, failure paperwork-- there's a couple different ways-- you have to call a parent throughout the grading period-- which I was actually pretty decent about, but it's calling parents throughout the grading period comes with problems. A, parents don't update information in the grade book or in our student information system, so it was wrong, and for some parents, it's been wrong for years, and that's the way they prefer it. With things like call waiting, where the parent can see who's called and they see it says our district's name-- they ignore it consistently because I can call from a personal number, and then they answer, and then they're uncomfortable because they realize I was the person who was calling, so that was an issue, so even if I did call and make that parent-- and sometimes I'd make the parent phone call, and it didn't matter because there's nothing the parent could do at that point. That's probably the saddest. So, you're ongoing-- and you have to keep track. You have to have a system to track that parent contact whether it's email, phone call, etc. That's one part of the process.

And then if a student fails, you have a couple of different ways that's done. Where I'm from, there's what's called a failure prevention report, which it doesn't prevent anyone from failing-- it just prevents teachers from completing the paperwork because it's too long.

Jessica's belief that the failure policy was inadequate and cumbersome contributed to her desire to serve in a different capacity. She believed that in her role as a teacher, she did not have enough influence to change such policies.

Salary is another major factor when considering the structural capital of an organization. Loeb, Darling-Hammond, and Luczak (2005) explicitly examined salary as a condition that influenced teacher turnover. Although the teaching salary in and of itself was not an issue for Jessica, when she realized that she could be making more money for doing the tasks she was already doing, it became clear that she would need to leave the classroom to be compensated adequately for her talents.

A friend of mine sent me a job, like a job listing, and I looked at the job listing and I looked at my extra duties, and it was the same, but it was like 10 Grand (\$10,000) more, and I was like, this is ridiculous. I'm working twice as hard for not even 1% of what I was currently being paid.

Jessica used the following metaphor when commenting on the structural capital:

- *Tools*-Jessica used the metaphor of tools to refer to the lack of resources that existed on her campus to help students. "...their biggest issues were just not having resources and tools to help students learn..."

Tiffany

Tiffany's concerns with structural capital were based on her lack of familiarity with the curriculum and state accountability measures early on in her career.

...there was a curriculum, but I remember saying oh I don't like earth science stuff that much I don't want to teach it and nobody there was no accountability for it. I'll be very honest, so there was no accountability for it, so I just taught really pretty much what I wanted to teach. We created our own tests, so there was really no accountability for seventh-grade science at that point.

As she grew into the profession, however, she found ways to address her deficiencies making her lack of knowledge less of an issue. She was able to address the lack of structural capital much as she did with the lack of human capital by building additional skill sets and committing to understanding the standards and curriculum as set forth by the state.

As I moved up and as I got more experience as a teacher and especially as a tested teacher a teacher that has state accountability I had to really kind of focus my own lens on what the standards say, and the TEKS said and teach a more aligned curriculum.

The following metaphor demonstrates how Tiffany's experiences connected to the idea of structural capital in the classroom:

- *The Bar*- Tiffany used the metaphor of the bar to refer to the state standards that were set beyond the students' capabilities. "...we had set the bar so high as far as state accountability, and it's a matter of getting the kids where we wanted them to be and keeping you know 85% or 80% or whatever of our kids meeting standards...that became the biggest challenge."

The participants' working conditions, accountability struggles, and issues with school policy had an impact on them while they were in the classroom. As time went on, they were successful in navigating the structural channels more effectively. Much of this was done through social networks and relationships among colleagues.

Social Capital in the Classroom

Social capital in the field of education refers to the social relationships and networks established among staff members and between the staff and students. The issues identified for this category are those that the participants used to describe the relationships they had both as teachers how those relationships connected to their job success or failure. Shernoff, Mariñez, Frazier, Jakobsons, and Atkins (2011) focused on the social aspect of mentorship to describe efforts to keep teachers in the classroom.

Jessica

Jessica highlighted the social relationships and networks she shared with colleagues and students during her teaching career. She knew support from fellow staff members would be an integral part of her job and felt that building relationships with students was a significant aspect of her career as a teacher. In the beginning, however, she had difficulty finding adequate support.

...mentor programs weren't strong. It was like, hey, here's a teacher. You can go to them for help, and you either had a teacher that would help or you had a teacher that would shut the door and say, "I don't want to see you again." ...

As her career progressed, she learned how to ask for the help she needed rather than wait for someone to come to her. She found the support she needed from her colleagues, and this made a difference.

I had really good support. They would definitely give me advice. They were willing-- you know, I came from a different state, so early on, I'd only had two years of teaching experience. I really needed help. And so, they were willing to sit down and work with me. They gave me strategies. They gave me materials, sage advice, I would say. As a matter of fact, a couple of them, if I asked them to come in and do observations, they

would come in. They would see what I was doing, what my students were doing. That was me asking them to.

Jessica also looked to her relationships with students as a motivator to stay in the classroom. As she describes,

...generally, students knew that I was tough, but I had high expectations for them, especially the kids that I taught because I taught a lot of on-level classes, and a lot of times students had the belief that no one expected much of them, so they decided to do just enough to get by, and so I always took the stance that everybody in my room had the potential to go college, whether it was two-year, four-year, certificate-- you know, whatever, whatever they needed to do, and so I think that changed the dynamic in the relationships I had with my students, and they were willing to do more because they knew I expected more, but they knew I expected more because they knew I really believed they could do something with their lives...That was probably the easiest part of my job is all the other stuff around my job was more challenging...

The following metaphors used by Jessica show how social capital contributed to her experiences in the classroom:

- *Battles*-Jessica used battles as a metaphor to describe her efforts to manage students' relationships and the workload of teaching. "I learned very quickly that I had to pick my battles."
- *Burned*-Jessica used burned as a metaphor for rejection. She described one teacher's efforts to help a fellow teacher, but that help was met with rejection which left that teacher unwilling to help anyone else. "She has been burned in the past trying to help."

Tiffany

Tiffany found student relationships to be the most challenging aspect of her job early on.

Early on I think the challenge was early on I think it may have done something maybe with management of kids. I remember a few outliers of kids who just really got under my skin not that it was ever out of control because we didn't ever have an out of control environment but it wasn't as solid as it was in the latter years.

As she grew as a teacher, she developed ways to address her challenges in classroom management. She admits that her classrooms were not perfect, but she did find ways to reduce behavior issues and teach effectively. She found the answer in authentically caring about the kids.

...the biggest thing I would probably say is building the relationships with kids. I don't know if I did that as much in the earlier years, and I did it in the latter years but it wasn't necessarily as intentional. I didn't do it as an intentional piece. I think that kids have a real discerning spirit and as they have a discerning spirit they are able to discern people who truly care about them, and for whatever reason, I was able to show kids or able to show them that I really cared about them.

As we seek to understand how teachers connect socially, it is also important to explore their attitudes and beliefs about their jobs. The next section focuses on the positive psychological capital and its connection to the teaching profession.

Positive Psychological Capital in the Classroom

The fourth capital is the positive psychological capital. Mason and Matas (2015) described this capital as that which contributes to educators' productivity, grit, commitment and resilience in the job. This capital is used to describe how the participants feel about their work as teachers. Skaalvik and Skaalvik (2010) looked at issues connected to positive psychological capital to address teacher attrition among novice teachers.

Jessica

When considering her attitude and commitment to the job, Jessica referred to merely getting the job done. Despite many of the challenges presented, her positive psychological capital is what kept her in the classroom for as long as she was there.

I learned very quickly to pick my battles, and so when it comes to the different roles I had to play, the administrative side, the teaching side, the meetings, I never personally felt like it was too much. I just felt like I could do what I had to do what I had to do. I just felt like I could do it because it had to be done...

Seeing students succeed motivated her to continue to push past the challenges of the classroom.

The joys for me is when I see kids out and about and they're doing well, and they got the pieces together and they-- the real world has hit them, but they're overcoming it, and even if they didn't learn every single thing I felt like they needed to learn, they learned enough to be able to progress and become the people that they need to be, and that's what's most important, and so that's what to me what was a joy for me in teaching, knowing that my students were able to just do great things, even though it might take some time to figure out they were capable of doing them.

As Jessica reflected on her last year teaching, however, she noted a loss in positive psychological capital. She describes,

My last year of teaching was the toughest, but I think it was because I wore myself out because I was working way too hard working on what I needed my kids to do, my students to push for, and what I needed my parents to push for, and it was becoming just frustration, really frustrating because I felt like out of all the pieces, I was the one working the hardest while the students were just like, yeah, as long as I get my passing grade. Parents, I don't want to talk to you unless they're failing, period. And so, I struggle with that.

The following metaphor exemplifies Jessica's attitude toward her job:

- *Survive*-Jessica used the metaphor of surviving to describe her desire to be successful in the classroom and have longevity in the career. "Sadly, I don't know if

my workarounds were always best for students, but it may have been what I needed to do to survive.”

Based on a variety of factors, Jessica ultimately chose to leave the classroom and become an instructional coach. Her new position offers her the opportunity to serve in a capacity that has the potential to impact more teachers and students by providing guidance, support, and resources for technology integration. She is well versed in technology integration, her salary increased, and she can provide support for her colleagues in a meaningful way.

Tiffany

Although the beginning of her career was met with the challenges of classroom management, Tiffany eventually tapped into the motivation of seeing the students succeed. It became the driving force behind her professional growth.

I really enjoyed teaching to the extent of man we had a good time in class. You know there were times for lectures, there was time for hands-on, and we did a lot of stations because I felt like that was a way for us to cover multiple science concepts at one time but I just enjoyed teaching. We had a good time in class, and we would laugh and joke but it was very serious, we played games, but it was still learning. You know just interacting with kids and then ultimately seeing kids succeed and that was definitely the biggest joy.

Tiffany consistently found solutions to the challenges she faced in the classroom. She learned the curriculum and the state standards, built relationships with the students and found a support system among colleagues. She describes her desire to succeed, “...there was an inner-determination within myself and those around me to become a good teacher.”

She found satisfaction in the job she did as a teacher because she could see the impact she had on students. “I feel like I made a difference as an educator or as a teacher rather. “

The following metaphor exemplifies Tiffany's attitude toward her job:

- *Calling*-Tiffany used the metaphor of calling to refer to fulfilling one's destiny through their occupation. "If you're operating in your calling then you enjoy it."

Several factors led to Tiffany's choice to leave the classroom. Most significantly, was her desire to have a more significant impact on the field. She saw the opportunity to reach students and teachers by being an administrator who was an instructional leader.

Both Jessica and Tiffany chose to leave the classroom and transition to non-teaching roles. The next section highlights their experiences following the transition and in their new roles. It is beneficial to analyze their new roles to determine how the four-capitals are represented in the new roles and how these capitals will impact the participants' futures in the field of education.

Human Capital in the Non-Teaching Role

Jessica

Jessica's decision to transition from the classroom to a non-teaching role, precisely that of an instructional coach, can be contributed to several factors. Among those factors is the issue of human capital. As discussed during interview 1, the early part of Jessica's career was marked by a significant lack of human capital as it related to the teaching profession. As time went on, her development afforded her the opportunity to strengthen those areas of weakness and her awareness, of this fact is what lead her to want to address the human capital of others through a different role.

...my job is to support teachers and students in the integration of technology in the classroom...one of my duties is to build capacity in regard to digital learning within my

school building and across the district to serve as a leader in the integration of technology.

Jessica used her time in the classroom to increase her knowledge of technology integration and found a way to share that with others and impact their human capital. She knew it would not be an easy task, but felt as if she had something of value to offer the teachers and would use her human capital to build theirs.

I think teachers, in general, want you to believe that everything's great and they're doing fine and everything is perfect and that's not the case... in order to improve you always got to reflect on what you could have done to be better...

The following metaphor reflects Jessica's belief that she was responsible for building capacity within teachers:

- *Build*-Jessica used the metaphor build to describe her role in leading teacher growth.

"Another one of my duties is to build capacity in regard to digital learning within my school building and across the district..."

Tiffany

Tiffany's desire to be an instructional leader made the most significant impact on her decision to leave the classroom and transition to a campus administrator. There were several other factors connected to her decision, but her desire to build the human capital of others was substantial.

I felt like I had what it took to impact more than just a hundred thirty kids that I taught that I could because to be perfectly honest I would like at my administrator's, and be like and that time I had good administrators. I really loved them as administrators, but none of them were instructional leaders. They were managers, and I would look at them, and I'm like I could definitely do that with my eyes closed, but of course, I go into administration when the shift changes into definitely needing a new instructional leader.

Tiffany knew what it took to be a great teacher because she had spent her career developing her craft. She believed she could provide adequate leadership for teachers and have a more significant impact on student achievement. As she explained, "...as an administrator, you have to become instructionally sound."

The following metaphors demonstrate how Tiffany connected the idea of human capital and her new role:

- *Growing Teachers*- Tiffany used the metaphor of growing teachers to describe her job of building the capacity of other teachers now that she is out of the classroom.

Her job entails developing their skills and proficiency.

The second challenge is growing teachers quickly. You have to be able to grow teachers quickly and you grow them not just by, you know, sporadic professional development at the designated times but a little bit of feedback here coming back and seeing what we spent a lot of time with...trying to help them become better at using data, so the second one is definitely growing teachers quickly.

- *Credit*-Tiffany used the metaphor of credit to refer to the knowledge and skills she as a newly transitioned administrator had to bring with her to have credibility among the teachers she is now leading. "...so, as an administrator now you have to have credit in the sense of you've had to have been a strong teacher essentially."
- *Data Hound*- Tiffany used the metaphor of being a data hound to describe the ability an administrator must have to look at student data, find trends and propose remedies to deficiencies. ...you've got to know instruction. You've got to be a data hound."

Structural Capital in the Non-Teaching Role

Jessica

One primary concern for Jessica before she chose to transition was the amount of her salary as a teacher and the amount she could have been making as an instructional coach. Jessica was already doing much of the duties that would be assigned to the instructional coach, but she was not being compensated for those extra responsibilities. Thus, structural capital in the form of salary was a factor in her decision to transition out of the classroom.

I realized early on I had a friend of mine send me a job posting and everything I was doing as a classroom teacher including how I was serving my school with technology was a job by itself for like 10 or 12 grand more a year. So that was the second thing because I realized that I can influence more classrooms and more students and what happened in those classrooms but I could also make more money doing it.

After her transition, however, she noted the tremendous workload placed on those outside of the classroom. Although she is satisfied with her salary, for now, she did suggest that campus administrators are not being compensated adequately when compared to the amount of work that they do: "...you have an administration that overworked and underpaid and they can't really do everything they need to do well."

Tiffany

Salary was another major factor in Tiffany's decision to leave the classroom. As she considered the amount of work she was putting in, she wanted to see a level of pay that was indicative of this effort: "...wanting an increase in pay or wanting, you know, to be able to be a little bit more financially stable and have more money."

Although salary was something Tiffany sought for herself, she was also able to make a difference for others. Tiffany impacted the structural capital of her campus by improving the working conditions and school environment.

The first challenge I would say to any administrator is going to be the culture of the school because you do you know I went into a situation where the culture was just broken, and it was a matter of really establishing a good solid culture that holds adults accountable because if you go into any school and see that there is disarray I guarantee there is an issue with the faculty and that that leads into you know the students. So, the biggest challenge I would say is getting that culture... For me, another big thing is changing the school culture and being able to take an environment that was really chaotic and really crazy... I feel like that was a testament to leadership and what the expectations are you know from a school that came from something that was very, very disorganized.

The following metaphors exemplify how structural capital is connected to Tiffany's new role as a campus administrator:

- *Machine*-Tiffany used the machine to describe how efficiently her building and staff operated. "For me, another big thing is changing the school culture and being able to take an environment that was really chaotic and really crazy and make it into...a well-oiled machine."
- *Broken*-Tiffany used broken as a metaphor to describe the condition of the environment she entered after transitioning from the classroom. "I went into a situation where the culture was just broken, and it was a matter of really establishing a good solid culture that holds adults accountable..."

Social Capital in the Non-Teaching Role

Jessica

Jessica, in her new role as an instructional coach, provides guidance and support as

teachers look for ways to integrate technology into their instruction to improve student performance. This is a district initiative that has not always been met with a positive attitude from teachers. Jessica's role has become the support system for teachers who are reluctant but trying to meet the demands of the new initiative. Jessica builds relationships with the staff and adds social capital to the organization. Often, she can enjoy the distinction between the campus administrators who are responsible for documentation for employment purposes and her role as an instructional coach who is there for support and guidance.

I can play that in between that says I'm not part of them so you can trust me because I can do what I need to do effectively. Even if you don't do it, it's okay because I can always document that I've done my part to try to support you as much as I can. But definitely, there's a sense that I'm an optional piece. I'm kind of like the ancillary set from the teacher set you can use it or not use it...

Her new role, however, has presented a challenge when it comes to no longer being a classroom teacher and not being an administrator. It is often difficult to find support among either group. She has been successful in seeking out other staff members who transitioned from the classroom to a non-teaching role as well.

...okay so I'm no longer a teacher, so I can't have teacher conversations, right?... One of my colleagues transitioned from the campus on the same campus into an administrative position like I did. So, I come to her for support and we kind of bounce ideas and strategies off each other and work together and with each other to try to work through this shift.

The following metaphors demonstrate how Jessica saw the connection of social capital in her new role:

- *Island*- Jessica used the island metaphor to describe the feeling of isolation she felt as a teacher. "In the classroom, you're kind of on your own island."

- *Fight*-Jessica used fight as a metaphor to refer to the struggles she had in the classroom. "I found myself trying to fight battles that were much larger than I couldn't fight..."
- *Power*- Jessica used the metaphor of power to describe her lack of authority in her new role outside of the classroom. "I'm not a teacher, but I'm not an administrator either. I'm really in between because I don't have any power."
- *Guppies and Sharks*-Jessica used the metaphors of guppies and sharks to discuss how she relates to the other team members. She sees them as the sharks because of their desire to have a higher position. She sees herself as a guppy compared to them because she is content in her current role and is not making moves to be promoted. "Sometimes I feel like a guppy among sharks because everybody is swimming and diving to like make their move and...I just want to help teachers..."

Tiffany

Tiffany's views on social networks evolved from her time as a teacher. She realized that teachers need a support system that will challenge them to grow professionally. Her goal was to provide growth opportunities to help teachers reach their full potential which ultimately benefits the students and the schools.

You have to be able to grow teachers quickly and you grow them not by just you know sporadic professional development at the designated times but a little bit of feedback here coming back and seeing that we spent a lot of time with lesson plans, so we spent a lot of time with you trying to help them become better at using data so the second one is definitely growing teachers quickly and then the third one is once you've grown those teachers, you have to keep them.

Tiffany sees her social mission as one that builds a coaching relationship with teachers to help them meet the needs of students.

...to be able to you know really coach a teacher even though they may be a little reluctant initially and to really coach them and for them to be able to see the fruits of their labor through student academic achievement.

The following metaphors demonstrate how Tiffany connected with the concept of social capital as a campus administrator:

- *Coach*-Tiffany used the metaphor of coach to describe the relationship she had with her direct supervisor. “I had a really good Executive Director who was a coach.”
- *Growing Teachers*- Tiffany used the metaphor of growing teachers to describe the role of an administrator and how the relationship dynamics change. “You have to be able to grow teachers quickly...once you’ve grown those teachers, you have to keep them.”
- *The Bus*- Tiffany used the bus metaphor to describe her efforts to build a staff that could meet the needs of the students. “You have got to keep the right people on the bus.”

Positive Psychological Capital in the Non-Teaching Role

Jessica

Jessica’s motivation to remain in the field of education was her desire to have a more significant impact on the lives of students and teachers.

I realized that I had a lot to offer but that my percentage of impact was low. So, my students, my classroom or any organizations I was a part of, and so the transitions outside the classroom afforded me the opportunity to influence positive change in the

classroom on a larger scale so really the first job I was considering it would be more of a district thing so on a district level being able to influence change.

As optimistic as she was when she first transitioned, however, she has noticed that her position is not as influential as she had anticipated. She has also noted that the longevity she hoped for may not be a reality in this role.

In this position. I'm finding that the instructional coaches these kinds of middle of the road positions most people don't want to stay here. This is not a stopping ground for them. It's an elevator for the next level...

She demonstrates her commitment to the job through her continual efforts to provide valuable information to the staff and to grow as a professional. This is what drives her to stay in the field.

I get to plan and create activities and programs that meet the needs of teachers... that's one of the biggest joys of having this job when teachers get the help they need when they need it, how they need it without feeling like this is just some bland generic fits every subject, but it really doesn't...that's one way I kind of know okay we're on the right track.

The following metaphors exemplify Jessica's connection to the positive psychological capital of her new role as an instructional coach:

- *Tackle*-Jessica used tackle as a metaphor when referring how she to the handling of challenges in the non-teaching role and not being a traditional administrator.
“...because of how I tackle the job I kind of prefer that I'm not.”
- *Elevator*-Jessica used an elevator as a metaphor to refer to her non-teaching position as an instructional coach as being a temporary position for most. It is a position that people tend to use to get elsewhere in the field. “It's an elevator position. It's an elevator for the next level.”

- *Swimming and Diving*-Jessica used swimming and diving as metaphors to describe how she felt among her peers. She saw them as moving swiftly to their next position even though she was committed to staying where she is. "Sometimes I feel like a guppy among sharks because everybody is swimming and diving to like make their move and...I just want to help teachers..."
- *Shooting*- Jessica used the metaphor of shooting to describe how fast some young educators step into non-teaching roles without much classroom experience. "We have tons and tons of very young educators with very little experience in pedagogy shooting their way through the classroom."
- *Catapult*-Jessica uses the metaphor of the catapult to describe how her position as an instructional coach can eventually lead to a higher-level job in the future. "I think that the learning experience will catapult me into something else and I'll be good at it."

Tiffany

Tiffany was motivated to remain in the field of education because of her desire to have a more significant impact on students and teachers.

...wanting to make a better impact knowing that God had put something in me to be able to lead. You know beyond the classroom and make an impact beyond the classroom... I felt like I had what it took to impact more than just a hundred thirty kids that I taught.

Tiffany's relationships with students and teachers let her know that her efforts have been successful and give her the drive to continue. In addition to state and school district

accountability measures, she uses these relationships as feedback to determine her effectiveness.

...the joys are to be able to you know really coach a teacher even though they may be a little reluctant initially and to really coach them and for them to be able to see the fruits of their labor through student academic achievement. That is probably the biggest and the other thing to interact with kids.

Unfortunately, as her job duties have increased, Tiffany has seen her workload and salary are still not adequately matched. The demands of the job are proving to be too much for longevity and Tiffany does not know the likelihood of a long-term commitment to campus administration.

...as an administrator, you're responsible for everything, and even though you're not the one directly teaching the kids, you're still responsible for everything...with the stress level and accountability you're not going to see principals stay in this as long as the old principal is staying in it. You know what I'm saying? Physically health wise they just can't do it.

Although the interview transcripts reveal that Tiffany discussed positive psychological capital, there were no identified metaphors used by Tiffany in this category. The data does not provide an explanation of this, but it is important to note that when speaking of positive psychological capital, Tiffany used direct language.

Cross-Case Analysis

This section offers a cross-case analysis to compare the data gathered from each participant. Each participant's experiences led them to highlight unique aspects of their jobs both as teachers and in their non-teaching role. Interview 1 asked the participants to recall their experiences as classroom teachers. During her time as a teacher, Jessica worked in a large suburban high school. Tiffany worked at a small suburban middle school with a large

percentage of minority and economically disadvantaged students. Interview 2 included questions that explored the participants' transition and experiences in their new role. Jessica works as an instructional coach on the same campus that she taught. Tiffany, however, moved to a large urban district but to a smaller elementary school with 40% of the students being deemed At-Risk.

Figures 3 and 4 offer a visual representation of the data presented by each participant, during each of the interviews, according to the four-capital theoretical framework. These charts show the frequency each participant spoke in terms related to a specific capital. The chart, however, does not indicate whether the participants expressed an adequate amount of each capital or a lack of each capital, but it does indicate that the capitals do have an impact on their experiences.

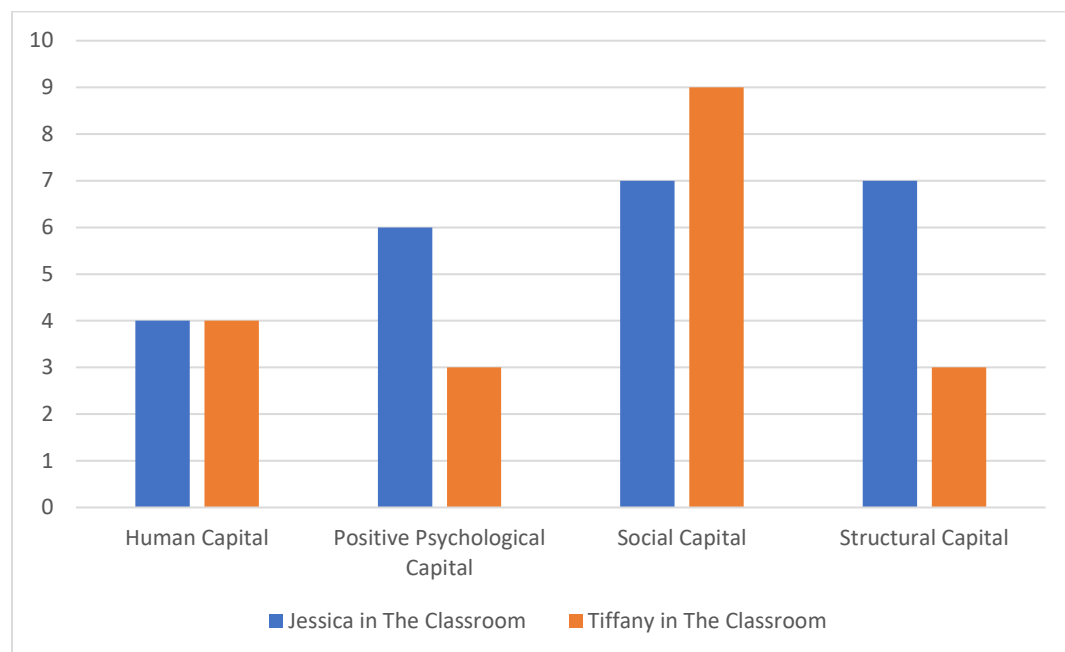


FIGURE 3. FREQUENCY OF RESPONSES BY CAPITAL- INTERVIEW 1.

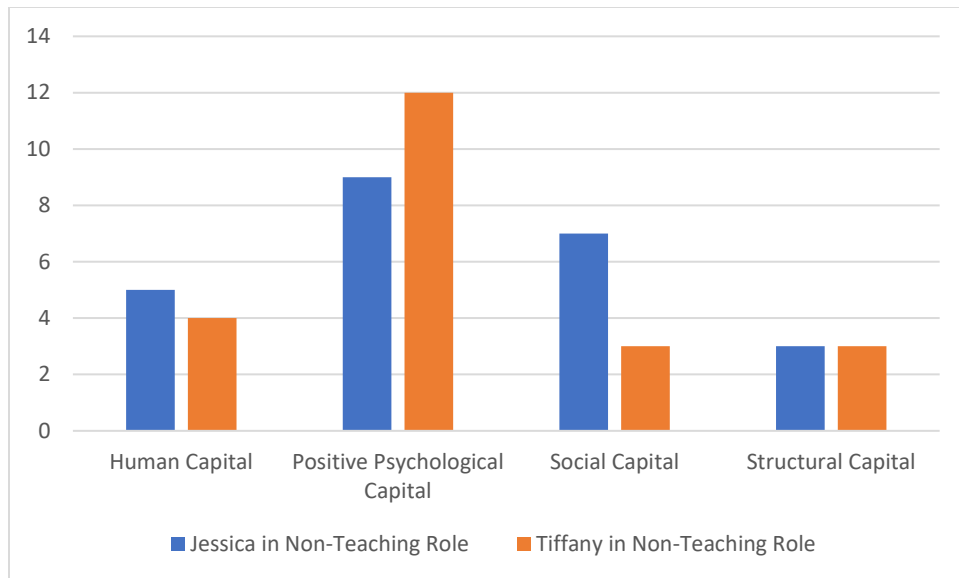


FIGURE 4. FREQUENCY OF REPOSSES BY CAPITAL- INTERVIEW 2.

Data from Interview 1 show that both participants had higher incidences of discussing social capital. This suggests that the participants found there to be a strong connection with social capital in their roles as classroom teachers. Jessica’s lowest category for Interview 1 was human capital. Tiffany’s lowest categories for Interview 1 were positive psychological capital and structural capital. Data from Interview 2 show that the participants had higher incidence of discussing positive psychological capital and their lowest category was structural capital.

Human Capital

As classroom teachers, both participants noted their teacher preparation experiences, but Jessica specifically talked about how the preparation she received was not adequate for the job she attained as a teacher. Although she felt her program prepared her for teaching, Tiffany’s comments mainly dealt with the lack of proficiency she felt as a student-teacher and during her first years in the classroom. Both issues are connected to teachers’ decisions to leave the profession. While in the classroom, both participants felt the need to grow in the

profession and took ownership of this desire. Their desire to have a more substantial impact ultimately led them to seek opportunities that would allow them to share what they were learning.

When asked about their non-teaching roles, the participants discussed issues of human capital as they related to building the skills and abilities of others. Tiffany saw her role as one of developing proficiency in the teachers on her staff and used that as a measuring stick for her effectiveness in the role of campus administrator. Growing teachers was her primary goal. While she was in the classroom, she did not feel she had administrators who were able to contribute to her professional development. She did not want to be this kind of administrator. Jessica also noted that her new role is one of building the capacity of teachers. She knew the importance of developing in the profession and wished to provide opportunities for others to grow as she had done.

Structural Capital

Structural capital applies to many elements of the field of education. It refers not only to the quality of the physical building in which educators work but also teaching resources, salary, curriculum, policies and technological equipment to which educators have access (Mason & Matas, 2015). Although the participants were not explicitly asked to comment on the structural capital involved in their teaching careers or their non-teaching roles, responses related to structural capital were noted in the interview data. This information is relevant to the study of teacher attrition because it helps underscore the impact of work conditions on career decisions.

During Interview 1, Tiffany spoke of the lack of accountability on her campus. She remarked that there was no one or system in place to ensure that the curriculum was being followed. This led to her pick and choose what she wanted to teach and to leave out those topics that she did not care enjoy. Classroom management was also a challenge early on for her as she tried to adjust to the climate of the school. Similarly, during Jessica's first teaching job, she noted the lack of adequate resources to help students succeed academically. Even the latter years of her teaching career, however, presented struggles in the structural capital category. She saw her school district's failure policy as an unnecessary burden on the teacher because it required a great deal of paperwork and follow through on the teacher's part but did not appear to require the student to master the academic material. Factors such as these, during their teaching careers, contributed to their desire to leave the classroom.

The decision to transition to a non-teaching position also connected to issues in the structural capital of both positions. Both participants mentioned salary as a factor that led them from the classroom. Tiffany wanted the increase in pay that campus administrators receive. Jessica was doing many of the functions of the non-teaching job, but she was doing them in conjunction with her classroom teaching duties. She wanted compensation for the extra tasks she was doing and realized she could get this compensation and not have to carry the load of a teacher.

Additionally, both participants found ways to influence the structural capital in their new roles. Tiffany wanted to be an instructional leader and serve as a resource for the teachers on her staff. Jessica promoted the use of resources and tools by modeling their use and

working with the curriculum team to encourage better alignment to increase teacher familiarity.

Structural capital can be easily overlooked as a category related to teacher attrition. The factors associated to this category are often outside of a teachers' realm of control. That is precisely why it is vital to examine these factors. The lack of control the teacher has over the physical building, the resources available, their salary, and the curriculum are connected to their desire to leave the environment in which they work. It is a logical conclusion that they would choose to work in a position that offers some control over these areas. In addition to work conditions, social networks and working relationships are also connected to the issue of teacher attrition.

Social Capital

Relationships and networks are essential parts of any organization. Social capital, according to Mason and Matas (2015) relates to the support educators receive, the social relationships they form, the trust that is established and the culture of the school. The participants were asked to describe challenges, support systems and other experiences to help the researcher uncover how social capital played a role in their decision to leave the classroom and to also understand how social capital is connected to their new roles.

Tiffany found establishing quality student-teacher relationships to be challenging during her first years of teaching. She attributed her difficulties in the classroom to this challenge. Similarly, Jessica described trying to build student-teacher relationships as a battle. Both

participants recognized the need for authentic relationships with their students and worked to develop this aspect of social capital.

Additionally, the participants discussed the levels of support both colleagues and supervisors gave them. Tiffany found support mostly from her campus administrator but still felt the support was lacking the instructional emphasis she needed. She eventually built a teacher-teacher network when she was paired with a teacher on whom she could rely to provide content support in areas in which she was weak. She credits this relationship as the reason her last year of teaching was successful. Jessica, on the other hand, had difficulties finding support while she was in the classroom. Although she was assigned a mentor teacher, the mentor's prior negative experiences made it difficult for Jessica to receive adequate support from her.

During Interview 2, Tiffany commented on now being responsible for the culture of the school as the campus principal. She recognized the importance of building a community of support among the teachers and staff. Throughout the discussion of her role as a campus administrator, she used the phrase "growing teachers." She saw this as not only one of the most significant goals but one of her most formidable challenges. Professional growth, as she saw it, meant both social awareness and instructional skill. When it came to discussing the support she needs, she stated that she finds support through her supervisor, the Executive Director of her school and other surrounding schools. She sees her supervisor as a coach and depends on this relationship to help navigate the challenges and obstacles she faces.

Jessica's experiences with social capital in her non-teaching role has involved trying to navigate an environment where those around her who may be more interested in moving to

higher positions than she is. She finds herself in an “in-between” position of no longer being a teacher but also not having the authority of a campus administrator. Having this less-defined role has made creating social networks difficult. She finds support among other colleagues who have also recently made the transition from the classroom to a non-teaching role.

Positive Psychological Capital

The final category of the four-capital theoretical framework is the positive psychological capital. At its basic level, this capital connects with the attitudes, behaviors, coping strategies and performance of those in the organization (Mason & Matas, 2015). Of interest is how these components impact an individual’s career mobility decisions. A large part of an individual’s attitude is their resilience or determination to create the outcome their desire. In research, this is described as grit. While describing her years as a classroom teacher, Tiffany recalled that teaching was a calling. She saw her role in education as her God-given mission in life and chose to pursue it because of that calling. Although she saw it as a calling, it was not free of challenges. She spoke of having to survive the classroom and trying to make a difference so that her calling would mean something. She also spoke of having an inner-determination to become a good teacher, and this is what allowed her to remain in the classroom for ten years. In the end, however, her desire to make a more significant impact led to her decision to leave the classroom and pursue an administration position.

Jessica described her years in the classroom as a constant uphill climb. Although she had a passion for teaching, often, the challenges of classroom management, lack of support from administrators, and copious amounts of non-teaching tasks made her feel like she was just

trying to survive. When it came to managing the challenges of classroom teaching, she developed what she referred to as “workarounds” to help get the job done. Her workarounds were ways to complete tasks such as paperwork and grading with the least amount of disruption to her day and her teaching duties. She admitted, however, that at times her workarounds were not as successful as she had hoped they would be. By the end of her teaching career, she felt worn-out by all of the duties assigned and the energy it took to manage all of the tasks in conjunction with her teaching responsibilities.

Tiffany felt that leaving the classroom and going into administration would offer her the opportunity to make a more significant impact on the lives of students and teachers. Although she deals with the high-stress requirements of being the only campus administrator, she describes the interactions she has with students as being the best part of her day. When it comes to her psychological capital, however, Tiffany admits that she has not found a way to balance life and the demands of work. She remarked that longevity is not a realistic endeavor because of the physical and mental demands of the position. For now, her commitment to her students and staff is what keeps her going.

Value and validation are the factors that keep Jessica going while in her non-teaching role. Her goals are to support teachers and have them find value in that support. Her passion for helping others is what has given her the desire to continue in this position although she knows she will not have it for a significantly long time because of the district’s plans to eventually phase out the instructional technology coach positions. She is not actively pursuing other positions right now because she feels that she can have the level of impact she desired when she was in the classroom. Both participants had a desire to make an impact beyond the

classroom and both have been able to impact the field of education on a larger scale. Both participants commented on that student-interaction was the thing they missed the most about their time in the classroom, but they have found ways to still connect with students.

Summary

As the data show, sanctioned attrition adds an additional element to the topic of teacher attrition. Connecting the various factors related to teacher attrition provides an in-depth depiction of the participants' experiences both in the classroom and their respective non-teaching roles. The data also reveal a variety of metaphors used by the participants to describe their transition from the classroom to non-teaching roles. These metaphors provide a vivid description of the experiences and perspectives held by these Black women who chose to leave the classroom but remain in the profession. The next chapter presents a discussion of the findings. This discussion will further illuminate the merits of understanding the experiences of those who left the classroom but remain in the field of education.

CHAPTER 5

DISCUSSION

This chapter presents the findings of the study with respect to the four-capital theoretical framework. The perspectives and experiences of the participants offer an opportunity to examine the issue of teacher attrition on a broader scale. Expanding the description of attrition to include the sanctioned attrition of transitioning from the classroom to a non-teaching role offers a more in-depth explanation and a better understanding of the issue. The purpose of this study was to explore the perspectives of Black women in particular because of the researcher's connection to the subject matter as a Black woman who transitioned from the classroom to a non-teaching role.

Participant Characteristics

As presented in Chapter 4, the two participants in this study are Black women who transitioned from classroom teaching positions to non-teaching roles. Both participants taught for ten years before transitioning. The participants work at different schools and have different non-teaching roles. Jessica left the classroom and took a position as an instructional coach for technology integration for a high school. Tiffany left the classroom to become a Principal at the elementary school level. Although the positions are different, much can be gained from the experiences of both participants to help describe their perspectives on transitioning from the classroom to a non-teaching role.

Study Overview

Both participants answered questions during two semi-structured interviews. The interviews were split into questions related to their classroom teaching experiences and questions related to their non-teaching roles. Both sets of interviews helped illustrate the perspectives of the participants at both stages of their careers. The interview data were then analyzed to uncover any metaphors that the participants used to describe their experiences in both roles. The metaphors were categorized according to the four-capital theoretical framework to determine how the responses connected to the previously established factors related to teacher attrition.

Interpretation of the Findings

Four-Capital Theoretical Framework

This study explored the perspectives and experiences of Black women who chose to leave the classroom but remain in the field of education by working in a non-teaching role. The literature on teacher retention and attrition has focused on many of the isolated factors that help explain why teachers have left the profession or moved to a different school. Some of the literature has focused on teacher characteristics as determining factors for teacher retention. Chapman and Hutcheson (1982) specifically looked at the skills and abilities of teachers to assess their likelihood of remaining in the profession. Their study found that those with higher skills and abilities left the profession at higher rates.

The human capital portion of the theoretical framework allows for a more in-depth explanation of why teachers may choose to leave the classroom but remain in the profession by

taking on a different role. The current study correlates to the findings of Chapman and Hutcheson (1982) because the participants commented they had to focus on building their skills and abilities to become successful in the classroom. As their skills and abilities developed, however, they were driven to leave the classroom to build the capacity of others and have a greater impact on the profession. Thus, this study expands literature on teacher characteristics further by demonstrating that sanctioned attrition may be a result of the increased skills and abilities of teachers who desire to make a more significant impact on the profession.

There has also been literature that used the conditions of the organization or school environment to explain teacher attrition. Ingersoll (2001) found that organizational conditions are significant indicators of teacher attrition. Issues such as salary, administrative support, and student behavior all have a connection to teachers' intentions to leave or stay.

The topic of structural capital can aid in discovering why teachers choose to leave the classroom but not the profession. This area is one in which those who transition feel they can make a significant impact. The findings of the current study support this assertion. The participants addressed issues with their salary when compared to the workload of the classroom as well as the difficulties managing student behavior, course curriculum, and standardized testing as they discussed challenges they faced in the classroom. The current study expanded the literature in the field, however, because it also gave the participants the opportunity to demonstrate how their new role has given them the ability to assist others in dealing with those same challenges. They chose to transition, in part, because of their desire to help others meet the challenges of the classroom.

The social connection teachers have with their colleagues and with their students can also help explain their decisions to leave or stay in the classroom. Smith and Ingersoll (2004) studied mentoring and induction programs to determine the impact they had on career decisions of beginning teachers. They found that mentoring and induction programs have a positive impact on teacher retention.

Social capital helps explain the career decisions of teachers because it connects the idea of support, collegiality, and mentorship in the profession. The current study reinforces the concepts proposed by Smith and Ingersoll (2004). The participants remarked that they lacked sound mentoring relationships but that they did find support in informal ways. This support is what helped them remain in the profession for ten years. The current study also adds to the literature because the participants addressed the social capital they needed while they were in the classroom by providing the support to others now that they have transitioned to a non-teaching role.

Teachers' beliefs about their jobs offer significant insight into their potential to leave or stay in the classroom. Skaalvik and Skaalvik (2010) focused on how teachers' beliefs and attitudes about their abilities connected to their success in the profession. They found that teachers with higher self-efficacy and those who were aware of symptoms of burnout were more likely to be successful in the classroom.

The positive psychological capital highlights the attributes necessary to not only remain in the profession but also to be successful in the profession. The findings of the current study connect with the previous research because they suggest that the participants' beliefs about what it takes to do the job, the commitment to do the job and their resilience despite the

challenges lead them to longevity in the classroom and the profession. Additionally, positive psychological capital is weighty for the current study because both as a teacher and in the new role, the participants commented on the amount of stress they deal with and how they cope and manage that stress.

The findings of this study corroborate what has been said throughout the literature. What makes this study significant, however, is that it addresses the issue of teacher attrition from a multi-faceted perspective by looking at four areas rather than isolated areas. One goal of the study was to determine how the experiences of Black women fit into the four-capital theoretical framework. The factors related to the decision to transition are varied and are a result of the intersection of the four main capitals discussed in this study. Human capital, structural capital, social capital and positive psychological capital can all be used to explain why teachers are leaving the classroom. It is their intersection rather than their separation that offers the best explanation on teacher attrition.

Much of the previous literature on the topic has focused on one area of factors rather than considering the issue from a multitude of angles. This study, however, analyzed the data related to all four capitals to provide a more in-depth description of the experiences of the participants. The topic of teacher attrition cannot be examined solely based on human capital or structural capital, but all capitals must be taken into consideration because they all serve a function in teachers' job satisfaction or lack thereof. The use of the four-capital theoretical framework, however, did not result in findings that connected to the race of the participants. More specifically, the fact that the participants are Black, did not make a difference in the responses of the participants or categorization of the data.

Metaphorical Analysis

This study also explored the metaphors the participants used to describe their experiences in the classroom as well as their transition and new roles to gain additional insight into their decisions and provide a more vivid explanation of their experiences. The use of metaphors offers a nuanced approach to uncovering how the participants felt about teaching, about their choice to transition and their new role. The metaphors provided a more colorful and robust understanding of the participants' experiences. The metaphors were categorized by the interview in which they were used and coded based on which of the four-capitals with which they connect. These metaphors offer a clear description of the participants' lived experiences and provide information that cannot be provided by looking only at numerical data. For example, when Jessica uses "battles" as a metaphor we get a better view of the struggles she experienced as she attempted to build relationships with her students. Similarly, when Tiffany used "calling" as a metaphor, we understand the depth of her desire to remain in the profession.

The issue of teacher attrition is quite complicated. The findings of this study show that there is often more than one factor related to the career decisions teachers are making. Moreover, the participants' decisions to transition to a non-teaching role was a result of their desire to impact the field across the various capitals presented in the theoretical framework. Although this study is not able to be generalized for all Black women who choose to transition from the classroom to a non-teaching role, the perspectives and experiences of these two participants demonstrate the complexities of sanctioned attrition and establish rationale for

further study. As the researcher, I identify with these complexities and reflect on them further in the second part of my subjectivity statement.

Subjectivity Statement Part 2

The first part of my statement of personal experience included details about my early years of teaching and my eventual transition from the classroom to a non-teaching role. My goal was to make more of an impact on the field of education because I felt limited in power in my position as a teacher. I believed that at the administration level I could influence change in a more profound way. As a district administrator, I could interact with teachers across multiple campuses and collaborate with leaders from other districts. The demands of the job, however, proved to be too much for me. I ultimately chose to leave education altogether.

For me, sanctioned attrition turned to traditional attrition as I determined that even at the level of district administrator I was powerless to resolve many of the issues faced by the teachers I was charged to supervise and assist. My departure from education as well as the departure of others who first chose to transition rather than leave should be studied to examine the impact of transitioning over a more extended period than the current study captured.

Recommendations for Further Study

The limitations of the study underscore the need for further study of not only more Black women, but also other groups who may be leaving the classroom for different educational roles. Sanctioned attrition should continue to be studied to analyze the benefits

and costs associated with highly qualified teachers leaving the classroom for non-teaching positions. In addition to further qualitative research, data could also be used to create a survey that could then be applied to a database to expand the findings.

One weakness of the four-capital theoretical framework is that it leaves out an element that addresses the transformation that role-changers undergo and how this transformation connects to their racial identity. As we see in this study, as the participants took on their new roles, they transformed and took on new identities within the profession. Although the four-capital framework provides insight into the experiences of the participants as former classroom teachers it does not connect their experiences as Black women. Future studies can be strengthened by including frameworks that include a deeper level of exploration such as Critical Race Theory.

Additionally, the departure of those who, like me, first chose to transition rather than leave should be studied to examine the impact of transitioning over a greater amount of time than the current study captured. Tiffany's experiences at the campus administration level suggest that she too will join the ranks of those who tried to stay in the field but ultimately left due to conditions beyond her control. Finally, further research should be conducted to determine ways to provide opportunities for teachers to change roles but still have a decisive influence on student achievement. There must be a way to lessen the impact of losing the teacher and celebrate their upward job mobility as well.

Conclusion

The purpose of this study was to examine the issue of teacher attrition by uncovering metaphors used by Black women to describe their experiences of sanctioned attrition.

Sanctioned attrition refers to the decision of teachers to remain in the field of education but to take on a non-teaching role. Sanctioned attrition is categorized as advancement because it is a promotion to move from the classroom to an administration role. This study, however, focuses on the impact of sanctioned attrition because both traditional and sanctioned attrition result in the loss of a classroom teacher.

Metaphors were collected in this study to help frame and define the participants' experiences. The metaphors used by the participants help illustrate how the various circumstances of their positions as teachers impacted their decision to leave the classroom and offer a glimpse into their experiences in their non-teaching roles. Although the topic of teacher attrition has been studied for quite some time, metaphors can provide new insight into the issue by providing a conceptual description of the participants' experiences.

Without a doubt, there are many factors connected to the issue of teacher attrition. Studies have often examined these factors in separate categories rather than looking at them as interrelated components that help explain the issue on a more holistic scale. The motivation behind the 2015 study conducted by Mason and Matas was the desire to determine how the various elements being studied throughout the literature were connected and could better address teacher attrition together rather than separately. By looking at the intersect of these categories, this study offers more details about the experiences inside and outside of the

classroom that may lead teachers to transition to a non-teaching role. Addressing the capitals and how they connect may lead to additional ways to address teacher attrition.

APPENDIX A
INTERVIEW QUESTIONS

Interview 1- Life as a Teacher

- Describe your teacher preparation program.
- Tell me about your 1st year of teaching.
- Tell me about your teaching career as a whole.
- What challenges did you face as a teacher?
- How did you manage the challenges you faced?
- Where did you find support as a teacher?
- What were the joys of teaching?
- Describe your last year in the classroom?

Interview 2- Transition from the Classroom to a Non-Teaching Role

- What factor(s) lead to your decision to transition to a non-teaching role?
- How has your perception of administration changed since you left the classroom?
- What challenges do you face in your new role?
- How do you manage those challenges?
- Where do you find support now?
- What are the joys of your new role?
- How long do you see yourself staying in this role?
- What would cause you to leave?

APPENDIX B

INTERVIEW TRANSCRIPTS

Jessica- Interview 1

Researcher: So once again, thank you for agreeing to participate. The study, like I said, is looking at teachers-- or former teachers who left the classroom but did not leave the profession. They went into a different role, so instructional leader, administrator, any kind of role like that. So, the interview is basically three different sets of interviews, and so we kind of break them up to kind of talk about different phases of your career. So, this first phase is going to talk about your life as a teacher, right? So, you'll be thinking back to when you were a teacher. So, the first question would be -Describe your teacher preparation program. So, did you go to traditional or alternative certification? How did you prepare to become a teacher?

Participant: Okay, I did the traditional route, which for me was I did straight four years of education with-- and I'm out of the state of Louisiana, so I caught it at a really good time because I'm English-certified, but I really didn't have to do that much to become an English-certified teacher. I had maybe eight English classes, two education ELA classes, and that was it, and the last year I graduated, they ended that program, so I would say about 2006-2007, the universities became a lot more strict about what it took to become a teacher, so I certainly took a traditional route, but probably even more traditional than what's required now. The requirements were not as strict as they are now.

Researcher: Okay. And as there like a student teaching component to it?

Participant: I did the one semester of student teaching with-- and I think I did it in speech because I got my initial certification and degree in speech, so I did the traditional student teaching, and then from there I had to move into-- I had to find my own teaching job from there.

Researcher: Okay, okay. And then from, like, from the school did you-- when you were student teaching, did you do it at one school? Did they split it up and do it at different schools or just one semester at one school?

Participant: All on one campus. My observation portion, which is probably a semester or two prior to that, I did that at different campuses, but my actual teacher-- student teaching, I did at one campus.

Researcher: Okay, and from comparing that campus that you did your student teaching to a campus that you, let's say, got your first job-- how would you compare the two?

Participant: Say it one more time?

Researcher: So, if you were to compare where you did your student teaching to where you ended up with your first job, were they similar campuses, similar, you know, as far as diversity, as far as

Participant: Oh, God, no. Okay, so my student teaching was at that time considered a top school in Louisiana, or a top school in the parish. I taught a speech class, but the teacher had the best speech and debate program in the state, great theater program in the state-- I'm sorry, in the parish. And then when I got my first teaching job, it was totally different. Okay, so the question is how difficult-- or what was the difference between my student teacher program versus when I started teaching?

Researcher: Yes.

Participant: Just the dynamics of the school were different, so my first teaching job, low socioeconomic-- It was the mid-2000s. I think I started teaching in 2005, so I was teaching in Shreveport, and they had just begun to close the door on a really, really severe gang epidemic,

so the height was probably mid-90s, mid-to-late 90s, and it started to taper down, and so when I started working there, they were at the end of that cycle, and their biggest issues were just not having resources and tools to help students learn, which is very typical for low socioeconomic schools.

Researcher: How do you think to have started teaching there, was it something you sought or did you apply to the district, let's say, and that's where you got placed? Like, how--?

Participant: Oh, I see what you're saying. I actually wanted to teach in Dallas, and Dallas had a job fair, and they-- I drove overnight, like eight hours overnight and got to the door, knocked on the door, and they slammed the door in my face and basically said, "You're not certified. We don't want you here." And they didn't put that in any of their materials that they actually sent out to the world. They just said, "Register for our job fair." And so, on my way back from Dallas, I decided to stop in Shreveport and see if there were any openings. There were some at *City High*. That was the high school, and then there was a middle school that had some opening, so I just called them up and interviewed. So, I definitely sought them out for a job shortly after graduation.

Researcher: Okay, okay, all right. Did you go in with the knowledge of this is going to be different than how I was prepared?

Participant: Yes. Well, um, I wouldn't say that my student teaching-- I don't believe student teaching really prepares you for any classroom environment because it's someone else's classroom, and really, you know, he or she runs the show. I'm just a visitor that's being allowed to borrow the room for a couple weeks, but I don't think to say that my-- I don't think there's anything my teacher preparation program, whether it's student teaching or even my

two years of college-- those last two years at the school wouldn't have done anything to prepare me for what I actually had to do.

Researcher: All right.

Participant: This is a practitioner's field, and you have to practice. It's one of the reasons why we have high turnover because it takes grit. When I started teaching, a lady told me if you can get past five years, then you can make it, and I really believe that because the first three to four, you're just trying to figure it out, so I don't think there's anything they could have done differently. Well, that's not true. They probably could have did a little better job-- and they do now, they just didn't do it then, but just observing and giving good feedback and really talking about pedagogy and what that means. That's probably the only thing they could have done better. A lot of it was hire and retire folks who were just-- they just, "Oh, you did great. You get four stars on everything." Uhhh, no. That's not really-- like have more authentic talking about what it means to be a teacher.

Researcher: Right, right, right. Okay. And so, after thinking about preparation, can you describe or think back to your first year of teaching, right, what was that year like?

Participant: My first year-- I didn't think it was hard, I just didn't know enough. The biggest things I struggle with-- I didn't know educational terminology. And so, I remember I would sit in meetings, and I would be like, I have no clue what they're saying. I don't know what. It was a language, and I had to learn the language, and I really didn't know the language. That was probably the biggest struggle that first year, just getting through the jargon. Where I was at the time, I didn't have a whole lot of support, and I realized-- it took me about halfway in to realize that for veteran teachers, they got so much pushback because new teachers don't

want help that the few people they had that were in and around that could help, they were like, "If you don't ask, we don't get involved because the last time I got involved, the last time I tried to help, it was a big mess." And so-- and at the time, mentor programs weren't strong. It was like, hey, here's a teacher. You can go to them for help, and you either had a teacher that would help or you had a teacher that would shut the door and say, "I don't want to see you again."

Researcher: Which kind did you have?

Participant: Um, I had the in between. She had been burned in the past trying to help, but she was one of those personality types where if she helps, she probably over helps, and so she had been burned so many times that she wouldn't come around. She just let me do my thing, and if I asked her-- now, once I went to her, started asking her, she gave me tons and tons of help and support and advice, but until I actually went to her, no. She was not-- she wasn't dipping her hand in that. And I can't blame her because now that I'm on this side, I know exactly what she was talking about because it can be frustrating, too, especially the new teacher believes that they've got it together and they're awesome, and they don't want to be seen as inept, and they don't see that support doesn't imply that you're inept. It just implies that you don't know what you're doing, and everybody knows that you don't know what you're doing. It's not a secret.

Researcher: Yeah, okay, so then I'm going to ask you to come up with an analogy, right? So, if you think about being a first-year teacher, your analogy will start off with that. Being a first-year teacher is like what?

Participant: Okay, I need to compare it to else, right?

Researcher: Yeah.

Participant: Okay, okay, being a new-- well, the preparation is-- A, I'll say a modern-day new teacher is kind of like being a mountain climber because there's a steady uphill climb, and I don't even think there's ever a peak, and you have to consider that your whole entire life of your career, you're constantly climbing this mountain and there's never going to be-- and if you're a good teacher, then you'll never see where you've accomplished and you're great at everything. If you get to the point where you feel like you're great at everything, you've lost the quality of what it means to be a teacher, so for me, I would make an analogy to climbing mountains. You have to look at it as it's a difficult journey, and you're constantly going to have to climb in order to grow and improve. I think that's what you were asking.

Researcher: Yeah, yeah. No, you're fine. And so, we talked about this a little bit already, but so we talked about your first-year teaching, but teaching career as a whole, right, so talk to me about your teaching career as a whole. What was it like?

Participant: Okay, so I taught for ten years. Um, so I taught for ten years. I taught two years in Shreveport, eight years in Texas. I think I had a good career as a classroom teacher. I always looked at the students or the situation where I felt like I wasn't as successful, and I wish I'd had the opportunity to be able to revisit that time or be able to help that child be successful. I would say the first-- all the way up until the last year of teaching, I never felt like I would leave the classroom. I felt like my whole entire career would just be classroom teaching, nothing else, because I feel like that's what I could manage. Um, I'm trying to think. What else? The only downside is I taught the same content for many, many years, and sometimes down the same material every single year, period after period, and that kind of drug me down a little bit, having

to teach the same thing, year after year, over and over and over again, but overall, I think I helped some students. I helped kids realize what their dreams were-- at least I hope I did.

Researcher: Okay, okay. When you said you originally just thought you would be in the classroom because that's how much you could manage-- what is that idea of management that you talk about?

Participant: Well, generally, students knew that I was tough, but I had high expectations for them, especially the kids that I taught because I taught a lot of on-level classes, and a lot of times students had the belief that no one expected much of them, so they decided to do just enough to get by, and so I always took the stance that everybody in my room had the potential to go college, whether it was two-year, four-year, certificate-- you know, whatever, whatever they needed to do, and so I think that changed the dynamic in the relationships I had with my students, and they were willing to do more because they knew I expected more, but they knew I expected more because they knew I really believed they could do something with their lives.

Researcher: But so that type of work load, right? So that constantly impressing upon them that they had to do better with their lives-- as far as a work load on you, what was that like to have to consistently be that person for them?

Participant: You know... I didn't feel like it was a workload? That was probably the easiest part of my job is all the other stuff around my job was more challenging, but to be honest with you, I didn't even see that as being too much-- I learned very quickly to pick my battles, and so when it comes to the different roles I had to play, the administrative side, the teaching side, the meetings, I never personally felt like it was too much. I just felt like I could do what I had to do what I had to do. I just felt like I could do it because it had to be done, and I

would figure out workarounds. Sadly, I don't know if my workarounds were always best for students, but it may have been what I needed to do to survive.

Researcher: Okay, okay. What would be an example of a workaround that you had to implement?

Participant: So a workaround for my district would be grading would be a big one. So, I can't have 34 kids to fail even though they probably deserve to fail. That just can't happen because if I have 34 kids to fail, that's hours and hours of paperwork for kids who don't care about school, and they don't care that I'm having to sit there and do all that paperwork, and their mama and daddy don't care that I have to sit there and do all that paperwork. So, they may get a 60, or I may force them to do just enough work for me to justify to myself in giving them a 70, so I don't have to do all the paperwork. It's too much paperwork. It's so much paperwork that I wouldn't be able to be who I need to be for my family. And it's not-- when I look at it, family over failure paperwork for people who don't care, and I just chose family because if they didn't do their work, they don't care.

Researcher: So, you know, for me, of course, because I used to work with you, I know what failure paperwork you talk about, but for somebody who doesn't, how would you describe failure paperwork?

Participant: So failure paperwork-- there's a couple different ways-- you have to call a parent throughout the grading period-- which I was actually pretty decent about, but it's calling parents throughout the grading period comes with problems. A, parents don't update information in the grade book or in our student information system, so it was wrong, and for some parents, it's been wrong for years, and that's the way they prefer it. With things like call

waiting, where the parent can see who's called and they see it says our district's name-- they ignore it consistently because I can call from a personal number and then they answer, and then they're uncomfortable because they realize I was the person who was calling, so that was an issue, so even if I did call and make that parent-- and sometimes I'd make the parent phone call and it didn't matter because there's nothing the parent could do at that point. That's probably the saddest. So, you're ongoing-- and you have to keep track. You have to have a system to track that parent contact whether it's email, phone call, etc. That's one part of the process.

And then if a student fails, you have a couple of different ways that's done. Where I'm from, there's what's called a failure prevention report, which it doesn't prevent anyone from failing-- it just prevents teachers from completing the paperwork because it's too long. For the longest, it was a really poorly designed Microsoft Word document that had to be edited per student with first/last name, student ID number, whether or not they were ESL, 504, SPED (special education) why you felt like they failed, their grade that they received, the grading period, and that document had to be saved, printed, and placed in a folder and turned into the principal at the end of each grading period.

Researcher: Okay.

Participant: And sadly enough, most schools, or at least my school for many years, if you did not actually speak to a parent or a guardian, then really it didn't count, so the students that probably needed to fail-- it puts you in a bad spot because what do you do? You pass them because of a parent? Or fail them and take the risk of all of it coming down on you.

Researcher: Okay.

Participant: If you don't fail them, will that encourage them to pass next grading period? Or if you fail them or give them a 55 would it be enough to compel them to work the next grading period? So, it's a definite bargaining situation.

Researcher: Okay. Interesting. Interesting. Okay. So, we've kind of talked about some of the challenges with the position, with teaching. What would you-- I know we talked about students and student success, but what would be some of the other joys of teaching?

Participant: The joys for me is when I see kids out and about and they're doing well, and they got the pieces together and they-- the real world has hit them, but they're overcoming it, and even if they didn't learn every single thing I felt like they needed to learn, they learned enough to be able to progress and become the people that they need to be, and that's what's most important, and so that's what to me what was a joy for me in teaching, knowing that my students were able to just do great things, even though it might take some time to figure out they were capable of doing them.

Researcher: All right, so when you're managing the joys and the challenges, where do you find support as a teacher? Where do you find support?

Participant: In my colleagues, and mostly, especially for a long time in my veteran teachers, in my veteran teachers. So, they were the ones that really-- especially, and even now, anybody with 30-plus years of experience, I always ask what keeps you going? You know, did it go by fast? And having those conversations with them to really understand and assess what my experience as a teacher is going to be like and where am I going to go with this career?

Researcher: Okay, and so for you, what does support look like? When you went to your colleagues, was it their advice? Was it their--were they able to share resources?

Participant: I had really good support. They would definitely give me advice. They were willing-- you know, I came from a different state, so early on, I'd only had two years of teaching experience. I really needed help. And so, they were willing to sit down and work with me. They gave me strategies. They gave me materials, sage advice, I would say. As a matter of fact, a couple of them, if I asked them to come in and do observations, they would come in. They would see what I was doing, what my students were doing. That was me asking them to. It never felt like a gotcha because I knew that their presence was meant to help me be more successful. I also had a really supportive administration as a classroom teacher when it came to them holding really high expectations, so it forced me to be better because I knew that they were authentically looking at my work and that what I did was important to them, and so that kind of-- that kind of forced me to make sure that I was being the best I could be, and now, to me, that is still support.

Researcher: All right. Okay, and so talk to me about your last year teaching. I know you mentioned it briefly before, but what was your last year of teaching like?

Participant: My last year of teaching was the toughest, but I think it was because I wore myself out because I was working way too hard working on what I needed my kids to do, my students to push for, and what I needed my parents to push for, and it was becoming just frustration, really frustrating because I felt like out of all the pieces, I was the one working the hardest while the students were just like, yeah, as long as I get my passing grade. Parents, I don't want to talk to you unless they're failing, period. And so, I struggle with that. On the flip side, I actually-- what I taught was probably my most successful year just because I felt like I really was comfortable in what I was doing. If I was doing it and being able to make sure that

kids got the concepts in my classes, just because the year really exploring the whole process of pedagogy and what it meant for my students to learn.

Researcher: Okay. All right, so along those same lines of the analogy, if you had to finish the analogy, my last year of teaching was like-- what would you say?

Participant: Um... Maybe like going through a jungle, but I got out.

Researcher: Okay. Interesting, interesting. When it was your last year--

Participant: Just take the little machete and weed whack your way through that-- that was me, and the grass was tall, and it had a lot of mosquitos, and it was like, yeah, West Nile Virus, all of it.

Researcher: Interesting. Interesting. Huh. So, did you know-- in the midst of your last year, did you know or did you feel like it was going to be your last year?

Participant: No, I had no idea. I had absolutely no-- and a lot of people don't believe me when I say that, but I really didn't know. It kind of happened happenstance. A friend of mine sent me a job, like a job listing, and I looked at the job listing and I looked at my extra duties, and it was the same but it was like 10 Grand (\$10,000) more, and I was like, "This is ridiculous. I'm working twice as hard for not even 1% of what I was currently being paid." And it was just like, this is wrong on four or five different levels, and I guess because a lot of times, I want to learn, so I'm of the mindset that I'm just going to do it because I want to learn how to do it so I can bring it back to my students, and it'll make my learning better and their learning better. I didn't realize that people were doing a lot of these extra duties because they're trying to make a move to go somewhere else. It didn't-- I was like-- that's not how my mind works, and so I was really kind of angry because I was like, y'all got me doing y'all's job, and then it hit me, no they

got me doing stuff that still helped my students, but it also makes me look good, too, if I was to go into something else.

Researcher: So, tell me about your extra duties. What were your extra duties?

Participant: I was the technology specialist, so I was the practitioner for technology in the classroom, so people could come in my room and observe. I went to training. When teachers want to-- the teachers got iPads. I helped with the entire process of getting the iPads to them, providing training, professional development in regard to implementing technology in the classroom. Those were the big things, being the flagship of educational technology, which it was fun. I just didn't realize there were people who would get paid to do those things without having a classroom of 150 kids at the same time-- where I was asked to do it with my 150 students six times a year.

Researcher: Okay, okay.

Participant: And in the summer. And I mean, they paid me for it, but when you look at you can have it as a separate job, or you could be paid, I don't know, 66 bucks a month, that changes your viewpoint on why you're doing what you're doing. And I was enjoying giving the training, but I was basically giving the training for free.

End of Interview

Tiffany- Interview 1

Researcher: Okay so once again thank you so much for agreeing to participate in this study. It's basically going to be a series of 3 interviews broken up into chunks to kind of help to kind of focus the different parts of the study. So, today's interview I'm just going to ask you basically to kind of think back to your years as a teacher so your life as a teacher, your life in the classroom. First of all, describe your teacher preparation. What did you do? Did you go to a traditional program to prepare to be a teacher? Alternatively certified to be a teacher? What was your preparation like?

Participant: I went through traditional certification at *Homeland University* and personally for me I felt like it prepared me for everything that I was doing in the classroom. The only problem that I faced was when I came to Texas and the certification test was a little bit different. I'm from Oklahoma certification because I passed there as a biological scientist. I struggled with the earth science test that Texas so just traditional. I majored in and my Bachelor's is in it.

Researcher: And then did it include like a student teaching component?

Participant: Yes, yeah.

Researcher: Okay.

Participant: So, I did a whole semester of student teaching and that was primarily at *Big Town High School*.

Researcher: Okay and if you had to describe the type of school *Big Town* was compared to the type of school you ended up teaching where would the comparison be?

Participant: The biggest comparison of course that was a high school and I ended up teaching in middle school. However, when I taught my student teaching that was pretty much just going by the book. You know my mentor teacher was a great teacher but since I was there she just let me run the show and I planned and did whatever I just followed the book for the most part. Not knowing that there was necessarily a curriculum that I probably should have been following but as far as the kids it was a diverse group of kids as well. At *Big Town*, it was an academy and it was 6-12 so there were a little bit more maybe not so many more but there were a lot of Asian students at *Big Town* and then at my middle school there were some Asian students as well but primarily more Hispanics in my middle school then there was that I have ever encountered before ever.

Researcher: Okay so when you moved to your first year of teaching if there let's say if there was an analogy that you could use to describe your first year of teaching what would it be?

Participant: If I could use an analogy to describe my first year is probably it has to probably do something with the unknown. Now go back to the fact that I had just talked about the fact there wasn't a curriculum that I necessarily followed as a student teacher so as a first-year teacher there was a curriculum but I remember saying oh I don't like earth science stuff that much I don't want to teach it and nobody there was no accountability for it. I'll be very honest so there was no accountability for it so I just taught really pretty much what I wanted to teach.

We created our own tests so there was really no accountability for seventh-grade science at that point. So that was probably the biggest thing but other than that I was totally

prepared for what I was to endure of course dealing with students I was pretty much prepared for them but there was a couple of outliers as a first-year teacher but you know I still managed to survive.

Researcher: Okay because you think about you know most times the first year of teaching is where people kind of you know either kind of sink or swim as far as you know what am I going to do? What am I supposed to be doing? So, we kind of try to focus on that a little bit but then when we think of your teaching career as a whole how would you describe it? So how many years total were you in the classroom?

Participant: I taught for 10 years total.

Researcher: Okay and even thinking about the things outside of teaching itself, right? So, the other things that came along with your job as a teacher how would you describe teaching? How would you describe that career?

Participant: You know personally I enjoyed teaching and I still miss teaching right now as an administrator. I had really good experiences. Now I can look back on the early part of my career and it was like man, I was probably not that good. I probably taught all kinds of misconceptions to kids and you know thinking I was a good teacher even like in my second year when I moved to *New Town* you know I still remember just doing things out of the book and teaching things that we wanted to teach that when we talk about body systems and we take like a whole 6 weeks because it was interesting to us and it was interesting to the kids but that wasn't necessarily what the curriculum said nor was it what the TEKS (Texas Essential Knowledge and Skill) said. As I moved up and as I got more experience as a teacher and especially as a tested teacher a teacher that has state accountability I had to really kind of focus

my own lens on what the standards say and the TEKS said and teach a more aligned curriculum. But overall, as a teacher I mean I loved it you know I feel like you know there are people who are called to this job and then there are some people who are not called to this job. And if you're operating in your calling then you enjoy it. Not to say that every moment was a peachy moment and that it was great but you know overall I enjoyed the kids, I enjoyed my supervisor, I enjoyed my school and I feel like I made a difference as an educator or as a teacher rather.

Researcher: Thank you. Alright so then think of specifically I know overall it was a positive experience but think of specifically about any challenges that you faced as a teacher. What were some of the challenges?

Participant: Early on I think the challenge was early on I think it may have done something maybe with management of kids. I remember a few outliers of kids who just really got under my skin not that it was ever out of control because we didn't ever have an out of control environment but it wasn't as solid as it was in the latter years. You know so I think that I just kind of grew in that aspect.

That was probably the most challenging like there were just certain kids that you know that got under my skin and I didn't necessarily look forward to them coming to class even though that was my first year they were Hispanic students at that time and at this time as I transitioned there were more African American students there probably in my third or fourth year teaching at that time but early on it was probably the management of certain anomalies of kids. Later on, it was just the matter of just really pushing it because we had set the bar so high as far as state accountability and it's a matter of getting the kids where we wanted them to be

and keeping you know 85% or 80% or whatever of our kids meeting standards on the state accountability that then became the biggest challenge.

Researcher: Okay alright. With the management of the kids part how were you able to navigate that. Because I mean you had to look at it like year after year you never knew who was going to walk through the door so how were you able to manage?

Participant: I joke when I say this but I kind of realized that kids need to know up front that you tow the line between sane and crazy and if they don't you know they know that then there not going to play this was all about business in here you know and I think what also happened is the principal that we had totally shifted the paradigm there so you know he wasn't playing. We weren't playing so you know kids have it undoubtedly in their minds you know there's no sense in me even trying to play around because these people are not going to play up here. And then the biggest thing I would probably say is building the relationships with kids.

I don't know if I did that as much in the earlier years and I did it in the latter years but it wasn't necessarily as intentional. I didn't do it as an intentional piece. I think that kids have a real discerning spirit and as they have a discerning spirit they are able to discern people who truly care about them and for whatever reason I was able to show kids or able to show them that I really cared about them and therefore they performed, they acted right and you know all is good.

Researcher: And then on the standardized testing and the higher accountability measures where were you able to find some success there as far as managing that?

Participant: You know what? What the problem was that you know we started testing in eighth grade science. So, the problem was that we needed to make sure the sixth and

seventh-grade was teaching good science. Because there were a lot of concepts in sixth and seventh-grade that were not retaught in eighth-grade they were only revisited and so what we had to do as a teacher and as a department head what I started to do was I started to require my department members to you know once you've taught this unit the kids who failed the unit then you have to have an tutorial session and you have to turn in the work that you're going to have to reteach this and you know I started to build accountability at the other levels.

I started to make sure that when we had some kind of base a view for the eighth-grade students at the sixth or seventh-grade teachers had some to plan based upon their tested TEKS and they had to implement those things so it was a matter of getting the whole team vertically in line and helping people to understand that this was just not an eighth-grade test that's it's a sixth and seventh-grade test because there's content that's tested on that. You know so once we did that then kids came better prepared and teachers had a better ownership of making sure the kids are better prepared for eight grade.

Researcher: Right, right okay. And speaking of other teachers also so where did you find support? What was your support system as a teacher?

Participant: I had my support system especially my starting on my third year when *Mr. Brooks* got there the support system was there. I don't ever recall having administrators that were true instructional leaders. They were more managers but there was an inner-determination within myself and those around me to become a good teacher. So, we would spend a lot of time lesson planning. We spent a lot of time researching and going to conferences and stuff in the summer to better our craft and so he was definitely supportive of

whatever we wanted to do. Not that we got any instructional feedback from the administrators but you know we were supported but just not you know instructionally.

Researcher: Okay, okay. What would you have like to have seen as a means of being supported instructionally?

Participant: You know I compare it now to what I think that had we and I think I was pretty good at this on my own but I think that we would have been able to grow so much more if we were much more data driven earlier on and we really had to really disaggregate data. Now I did in my mind I knew the historical trend data and I put systems in place in my classroom that would allow me to teach that concept the whole year basically because I knew that this is something they historically struggle with so I used historically trend data more so than individual achievement data and it worked. You know some of the same trends were reoccurring every year. But I would probably say the data driven instruction and helping us to really, really delve deep into what the data says and how to move forward with kids.

Researcher: Okay so we talked about some of the challenges were what were the joys of teaching?

Participant: Students success you know I really enjoyed teaching to the extent of man we had a good time in class. You know there were times for lectures, there was time for hands-on and we did a lot of stations because I felt like that was a way for us to cover multiple science concepts at one time, but I just enjoyed teaching. We had a good time in class, and we would laugh and joke but it was very serious, we played games, but it was still learning. You know just interacting with kids and then ultimately seeing kids succeed and that was definitely the biggest joy.

Researcher: Alright and then lastly describe for me your last year of teaching.

Participant: Oh, my last year of teaching it was actually a good year because I had moved back to eighth grade. I had one year and I just needed a break from eighth-grade so I asked my principal if I could go to sixth grade and he let me go to sixth grade and then the scores in eighth-grade dropped like 11% percentage points so he made me go back to eighth-grade. So, with that he moved the sixth-grade science teacher up with me and we already had a good relationship so we were sixth grade science teachers together and I really capitalized on him and tried to glean from him because he was an earth science certified individual and you just don't find that very often.

You find people who are generalists and truth be told you don't even find people who are actually science certified anymore. You find people who are generalists and for him to be earth science certified I was like man you're earth science I need to be planning this. You need to tell us what can we do? What does this mean? I was able to glean from him and we had a good working relationship and we were bringing on a second-year teacher who was going to teach 2 sections of eighth-grade and we just brought her on and you know got her ready, gave her some high expectations and she definitely rose to the occasion too. Definitely had a good group of kids who were willing to learn and didn't have really any behavior problems or anything. You know I had a good group of kids. It was great. I loved my last year. It was good.

Researcher: Okay when it was your last year did you know it was going to be your last year?

Participant: I didn't. I didn't because I didn't actually get a promotion until late July at the end of that year. I was planning to go back as a teacher so I didn't know it was going to be

my last year in the classroom. I had probably 4 or 5 years, of course applying for an administrative job and trying to but you know I hadn't gotten anything and then finally in 2012 I did get a breakthrough and was able to you know get an administrative job so I didn't know it was really late in the summer when that actually came through.

End of Interview

Jessica-Interview 2

Researcher: Okay during the first interview we talked about your teaching career right so as a recap. Just recap for me how would you describe your career as a teacher? What was your career as a teacher like?

Participant: My career I loved being a teacher and I love teaching. I think the students viewed me as firm but fair. But towards the end I just found myself trying to fight battles that were much larger than I couldn't fight and so since some opportunities opened unexpectedly that really put me in a position where I can really realize my full potential.

Researcher: Okay so now we're going to talk about the next phase of life. Okay so what factors led to your decision to ultimately change your position to go into...

Participant: The biggest thing 2 major factors played the biggest role in my transition out of the classroom. The first was level of effort. The second was pay. I realized that I had a lot to offer but that my percentage of impact was low. So, my students, my classroom or any organizations I was a part of and so the transitions outside the classroom afforded me the opportunity to influence positive change in the classroom on a larger scale so really the first job I was considering it would be more of a district thing so on a district level being able to influence change.

The second was pay. I realized early on I had a friend of mine send me a job posting and everything I was doing as a classroom teacher including how I was serving my school with technology was a job by itself for like 10 or 12 grand more a year. So that was the second thing because I realized that I can influence more classrooms and more students and what happened in those classrooms but I could also make more money doing it.

Researcher: Okay.

Participant: I didn't say this is before but I need to add one more thing.

Researcher: Okay.

Participant: The third thing at the time I was doing training for teachers and I really enjoyed it and I feel like teachers they didn't leave my trainings. They left my trainings better than we they started or at least that's the perception that they showed me plus I feel like this still allowed me to teach but my learners will be adults now.

Researcher: Okay, okay. How do you see if your impact has changed since now you're influencing adults how do you see that trickling down to students now?

Participant: A couple ways. Well for one thing the digital learning team that is above me they're really phenomenal. A very diverse group of learners and thinkers and so a lot of what they teach me I then pass on to my school and what happens is I'm big in modeling so if I use a tool I model how to use that tool and a lot of top teachers will ask me what is that? What are you using it for? Or they'll just say what is it called? They'll go look it up and apply those skills to their classroom. A particular example of that would be my online SMORE. I have a SMORE which is like an online newsletter. I learned about it from my digital learning team. They used it in their communications with me and so I in turn began to use My Communications with my school and now I have 2 or 3 teachers and organizations who are using the same newsletter format and a principal and so it's just this idea that you know it's a very old practice word of mouth is word of mouth but professionally it's this idea that we could use these concepts to impact change in the classrooms.

Researcher: And then just to backup because again even though I know just for the people who don't know so tell me what is your job title and what does it entail?

Participant: Okay so I am the Ready One to One Instructional Coach and my job is to support teachers and students in the integration of technology in the classroom. At our district, specifically every high school student has an opportunity to participate in the one to one program in which every student that participates receives an iPad Pro. Some of my duties are to work with the curriculum instruction side of the district and the digital learning team to create curriculum and align the curriculum so that it supports so that the technology supports that curriculum. Another one of my duties is to build capacity in regard to digital learning within my school building and across the district to serve as a leader in the integration of technology. Let me think and provide professional development and training in regard to technology and integration.

Researcher: Alright, thank you. Okay and since now you've made the transition right so some would say and the purpose of this study is looking at you being on the side of the administration right so not in the classroom. You've made this transition but when we are in the classroom sometimes we think what it means for administration. Like what administration is doing or what they are responsible for. What perception did you have of administration when you were in the classroom and how has that changed now that you have transitioned?

Participant: It depends on what administration you're talking about? So, I'll say this I think a teacher's perception of leadership and administration in the building regardless whether it's an instructional coach assistant principal or just a principal it really depends the experience they've had. So probably very early in my years 2 to 6 I think my perception of

administration was that it was very firm and that I was to follow their expectations that they had very high expectations and I needed to rebuild their expectations and those guidelines but anything that came from them was considered important and valid. That there was a low tolerance for anything that distracted you from learning and I was part of that system of making sure that that worked.

That was definitely my perception. As I got into my career later I think my perception is that administration was a separate entity and not always fully aware of all of the dynamics and issues that affected the school and the classroom environments. Now that I've shifted into reality I always say I'm not a teacher but I'm not administration either I'm really in between because I don't have any power. I have to learn to be very strategic in how I influence teachers and students in the building. 98% percent of what I do and provide is optional and it's not mandatory. The only thing that's mandatory is district initiatives and really those aren't they are not all mandatory in our district. So now that I'm on the other side I think my perception has broadened.

The big things I didn't realize from administrative perspective is that even though I was working very hard to follow the rules and policies and the guidelines even when it bothered me or upset me or I didn't feel like it was best for kids not everybody was doing that and that there are even people who will verbally say "I'm not doing that". "You can't make me do that." So that was probably one of the most eye-opening sides as I shifted over that even though I was working very hard and trying to follow as many of the policies as I could that wasn't always a collective experience. I also did not realize the level that law played into the administrative side and how they made decisions. That is definitely has more to do with legally what they can do.

It has a lot more to do with the code of conduct and how they interact. Not just with students but with educators and the community. I think that's probably been the other thing that's been really huge for me as far as the shift in my thinking. I tell people all the time that building administrators and I've always felt this way but I'm seeing it on a totally different level. At least in our district our administrators are given too many things to do that they can't do everything they need to do effectively and some serious restructuring of administrations district wide would have to happen. For example, having principals or assistant principals that manage behavior and discipline and then principals or Deans or administrator staff that handled instruction and instead of letting these be entities that drop in from time to time and work outside.

Everybody works in the building all day every day either monitoring student behavior or managing instruction and then a principal who manages and oversees the entire vision. Until then you have an administration that overworked and underpaid and they can't really do everything they need to do well.

Researcher: Alright so a couple of things. You mentioned power right so you mentioned the role you have right now since you feel like you're kind of in between you don't have a lot of power. So, talk to me a little bit more about the idea of power. What it means to have it and what it means to not have it?

Participant: Okay so power. If a teacher doesn't for example, our district has initiatives so these specifically with the iPads. I have teachers who told students that we will not use the iPads. Put them underneath your desk. We're not even touching them for the year. As an instructional coach, I can't write that teacher up, I can report them but that doesn't

necessarily foster the good relationship I need to have with them to do my job effectively and so when I say power there's nothing that I can do to document and effectively work with teachers when it comes to employment and non-employment.

Researcher: Right.

Participant: I am not T-TESS (Texas Teacher Evaluation and Support System). certified which some there are some people in my position that are I'm not one of them. Which because of how I tackle my job I kind of prefer that I'm not because I can play that in between that says I'm not part of them so you can trust me because I can do what I need to do effectively. Even if you don't do it it's okay because I can always document that I've done my part to try to support you as much as I can. But definitely there's a sense that I'm an optional piece. I'm kind of like the ancillary set from the teacher set you can use it or not use it which for this role I prefer but I do recognize that when you're an assistant principal or a principal you can document using T-TESS.

You can follow through with the type of documentation that fosters providing the best teachers for students whether that's through firing whether that's through placement of a teacher on a TINA (Teacher in Need of Assistance) whether that's through growth plans whatever it takes to make sure that you create the best learning possible to teachers. That's the kind of power I'm referring to and that comes from administration in regard to principals and assistant principals.

Researcher: Alright and then another thing you mentioned was kind of like that administrator's assistant principals that AP's have too much to do, right? They have too many things to do. Do you see any parallels from when you were in the classroom and the amount of

stuff you had to do and what you see on the administrative side as far as the amount of stuff to do?

Participant: Yes and no. Now that I'm in this role if I had to compare on the high school level administrators put in a whole lot more active hours and so what I mean is numbers of hours that they're in the building or attending football games or community events or community partnerships that are connected to their jobs. For example, in our community we just recently had a tornado and so for the last year our principal has been on the committee to support victims who were impacted by the tornado. Now this is not necessarily connected to her actual job that she does every day but because she's the principal of the high school she met every week for an entire year. This would fall under the other duties as assigned or other duties as volunteered but there aren't any teachers on that committee and that's just one. You know often times there are other whether it be professional organizations or just committee organizations that principals and assistant principals are asked to be a part of for that community development. For example, each month our community comes together for the Chamber of Commerce where they interact with one another through the Chamber of Commerce to build those business relationships. There aren't any teachers who are working in that kind of aspect and that's beyond the scope of what is listed for that principal to do.

There was something else. Because these are salary positions the day can run from 5 a.m. until midnight anywhere from 4 to 6 days a week if there's a fire at the buildings. There are no teachers there but those principals and assistant principals are going to have to show up. There's a fire there's flooding and that's not even included the actual paperwork. For example, one of our administrators handles over a thousand textbooks every year, the distribution, the

collection of and the organization of those textbooks. In our district with the implementation of one to one there are over 2,000 iPads in our building and we have an assistant principal and that's one of her responsibilities is to manage and make sure that those iPads are being used for instructions, being found and turned in when lost and to handle any behavior related activities in relation to the iPads. And that's just to me that's just a slice of what they do. In this position. I'm finding that the instructional coaches these kinds of middle of the road positions most people don't want to stay here. This is not a stopping ground for them. It's an elevator for the next level which for me personally is bothersome because I recognize the full scope of what they have to do to be the very best they can be and I believe that they pay a cost. For many of them the cost is their family. My question to other people is always how many principals can you tell me with over 25 years of teaching or principalship experience that are still in the marriage they started in when they started their career.

And no one they can't give me one person and to me that shows the level of commitment it takes and what they end up sacrificing in order to perform professionally. And I don't think there are as many teachers that are willing or that recognize their sacrifice.

Researcher: Thank you. Now talk to me a little bit about I know personally the position you're in kind of as far as the campus, right? So, you were on that same campus as a teacher so talk to me a little bit about that and how you were perceived when you made that transition.

Participant: So, the transition hasn't been too bad so far. I think I was kind of seen as and my principal promoted me this way as very resourceful, very good, the best we have take advantage of her because I'm connected to the iPads and not instruction. When we start talking

about technology and teacher's level of use of technology in the classroom I get different perceptions so some see me as the source of all their help. The source can't come from anywhere else on the planet but me directly. Others they blow me off or call the iPads the destruction devices, the dumb Frisbees. The challenges of leaving the classroom and then not being in the classroom is that I can't fully relate to my colleagues or my former colleagues. That they see me as powerful but I'm not.

Often times they see me as coming to check to see if they're using the iPads or that I'm there to judge or criticize and I think that would probably be the case. I think it's more sensitive and I'm more aware of it because I'm on the same campus but I think that's probably the case for all of us. I think because administration really hyped me up. Some are like we're not buying that. I think my gender and being a minority can also play a role in how I'm perceived by some simply because it might be very hard for them to perceive that I might be able to support them and those could be reasons then they could not be. I think teachers, in general, want you to believe that everything's great and they're doing fine and everything is perfect and that's not the case.

My belief has always been if you're that great and perfect then what's wrong? Because in order to improve you always got to reflect on what you could have done to be better which means you also have to recognize. Being on this campus and then having transitioned from this campus it wasn't too bad. I will say this from my campus specifically they didn't even have anybody else who applied for the job. So, whereas I was a little bit worried that maybe there were other people that was trying that might resent me. I haven't had that experience which is like that doesn't happen.

That's like a unicorn. Normally you would have had a few people who would have this as a teacher to administrative position. This is what they pulled from teachers so the chances of me having a campus that nobody applied that's rare. That just doesn't happen but I haven't experienced that kind of that kind of resentment. I do know that it exists.

Researcher: Okay so you talked about some of the challenges as you transitioned. How have you found support in your current role, right? Where do you find support?

Participant: The good part is I have had two... okay so, I'm no longer a teacher so I can't have teacher conversations, right?

Researcher: Right.

Participant: So, one of my other colleagues has transitioned you might want to interview her too as I'm thinking about it.

Researcher: Okay.

Participant: *Susan*. She might be a good interview.

Researcher: Okay.

Participant: One of my colleagues transitioned from the campus on the same campus into an administrative position like I did. So, I come to her for support and we kind of bounce ideas and strategies off each other and work together and with each other to try to work through this shift. I have 2 AP's. I have an AP that should be mentoring me but I don't think she realizes that she probably should be mentoring me so I have 2 others that have kind of stepped up. Okay it's a weird thing because I'm very good at what I do and I offer a very unique set of skills and people recognize that but that also means that everybody's is kind of trying to poach me, right?

Researcher: Okay.

Participant: So they'll mentor me I just see the back of their mind churning going but if I get my campus she's probably someone I want to put on my team, right?

Researcher: Okay.

Participant: Yes, they support but I recognize that they are supporting me through their own fascinations or what they might need later on.

Researcher: Gotcha.

Participant: That is different from the classroom because in the classroom you're kind of on your own island so to speak and so your support is your PLC (Professional Learning Community) group but nobody is thinking ahead to the next move. Sometimes I feel like a guppy among sharks because everybody else is swimming and diving to like make their move and I'm going I just want to help teachers and so I've really struggled with that. And I've kind of had eat crow on a couple of things that I'm starting to realize that through my support they've shown me yeah you may have to do this in order to not go back.

Researcher: Okay, okay. On the AP mentor, you said that there is an AP that should be mentoring you. Is that an official program?

Participant: No official programs in place. With this position in this district it's only going to be here 3 years. The person that is over the program in his opening speech to us when we hired said this is a great position to get your name out there which to me implies don't plan on having this job for another 10 to 15 years and it won't be here. And so, mentorship comes from our digital learning team.

Speaker 1: Okay.

Participant: That's above us and then our campus administration at their choosing but there's definitely no official program in place.

Researcher: Okay, okay alright. And so, with some of the challenges we also have joys. So, what are the joys of the new role?

Participant: Okay the joys of the new role are that I get to plan and create activities and programs that meet the needs of teachers. That they find are valued I'm real big on creating products that are unique to my campus. So, when there's for the first time to me in education you actually have people and you say man, as a teacher I need this or I need support in this way. You actually have someone in place that can provide that need for you. And there's no waiting until PLC meetings for example, C to E tons of different electives are CTE (Career and Technology Education) so for the first time a CTE teacher regardless of what they teach they get someone to help someone, integrating technology in the classroom and they don't have to wait until the next district PLC when they get to meet with other teachers who teach what they teach to do the implementation.

So that's one of the biggest joys of having this job when teachers get the help they need when they need it, how they need it without feeling like this is just some bland generic fits every subject but it really doesn't. Another example of that will be my fine arts department which I've been working with them in real good detail and making sure they felt like there were resources available for their content not just say well you could use Google Classroom. It's good for all subjects. They don't want to hear that. They want to know how this is applied to art, to choir, to band and so being able to be that for them and being able to say what they are always saying I know that's how you always felt.

Now this is what we have in place now to help you move forward with this technology and they appreciate that and they recognize that so that they're more willing to use it. So, I have teachers especially in fine arts because a lot of times fine art teachers are they have the most experience because once they're in the position they keep it for a long time. So, I have a fine arts teacher who last year it was just like oh no we don't use that broad content oh never in all my 30 years and so I saw her last week and she was so excited about this app that they're going to use in her content because she said these were her words, "this is forever going to change and help my students in the classroom".

Researcher: Wow.

Participant: Those moments and that happens like once or twice a day. I'll have teachers really come and share what's great about it is they feel validated and they feel like they're able to share. Principals got folks in and out, doors closed they're way too busy to be able to hear those good things. I am able to be that piece where they can feel like they're validated in what they're doing.

Participant: And what they're doing out there has value

Researcher: Okay. That was actually going to be my next question is how do you gauge your success in your position now?

Participant: Well we actually an official district wide evaluation form. They rarely fill it out I'm going to tell you the truth so I've had over 100 or 150 conversations with teachers. I've had 30 to fill out the form. I may have 40 by the end of the year. So, I gauge conversations. I gauge their reaction to the process. I track who I talk to and who I interact with that's one of the requirements for my position and it's pretty much like journaling and I fill in what we talk

about, what we discussed and I use that to try kind of help me gauge since I'm not going to always have that feedback completed.

I've been big on blogging, tweeting and microblogging. When I get to a point when I realize that I don't really have time to talk about all the great things that happen that I know great things are happening on the campus because usually it's like I don't even have time to cover all of it. I can't even tap into it all of it and that's one way I kind of know okay we're on the right track.

Researcher: Okay.

Participant: I have a little right now. I have one content area that they're basically like no. So, my next project is going to really try to encourage them to welcome new technology that's not going anywhere that we paid millions of dollars for.

Researcher: I have to ask. Which content area is it?

Participant: Social studies.

Researcher: Okay interesting.

Participant: They're rebellious in nature though. You know that's that history. They know the facts, they know their history. A lot of times they're teaching methodology involves lecture that doesn't support the iPad and all that lecture format for 90 minutes and so it's going to take some work to really get them to transition over in regard to they are no longer the masters of knowledge. History teachers are very comfortable and accustomed to being the masters of knowledge. This is what's the word this is not. The iPad is not because what you know I can look up.

Researcher: Right.

Participant: Which changes the face of learning. And so, when we change that face of learning then the teacher will say well what does that mean for me? So, it's about getting them to shift that mind set and it's going to take the department longer than any department.

Researcher: Okay.

Participant: Because they don't want to.

Researcher: Okay, okay. And so, we talked about it a little bit how they mentioned maybe it's a 3-year position you know as they kind of see it but for you personally whether it's in this role or a different role how long do you foresee yourself staying in a leadership/administrative role?

Participant: That's a hard question. That's the hardest question of the day. Here's one of things I don't like about education in general.

Researcher: Okay.

Participant: We have way too many young people who are doing 3 years of teaching in the classroom and then they shoot into administration and every now and then you'll have a really good educator that can do that and you will every now and then but we have tons and tons of very young educators with very little experience of pedagogy shooting their way through the classroom. I left the classroom after 10 years. I had to learn my pedagogy I had to learn teaching, I had to learn education and so when you tell me that the job ends in 3 years my question to you is how effective do you feel I'm going to be beyond this role in 3 years when it takes 5 years to learn any professional role?

It takes 5 years to become a doctor. A real one like you don't want to have somebody over your shoulder so in my world me I would love to do 3 years start to finish because I think that learning experience will catapult me into something else and I'll be good at it.

Researcher: Okay.

Participant: In real world time there is 7 of us I am the only one that's interested in staying 3 years everyone else a year, okay? Because it's already been established you better find something else to do because the job is going to end. Secondly, because it's an elevator position they're using it to do something else but in my mind, I'm going but how do you know you're prepared to do something else. So, for me I'm thinking 2 years and in that 2 years right now I'm working on my Master's. I'll probably have another 8 months of school after I do my Master's. Get the administration certifications so that I can be competitive.

Researcher: Okay.

Participant: Whether I take the AP role which I really don't but that's a God thing. I really don't want to do that because my kids are too young or if I take curriculum instruction as my route I'm learning that I got to have faith. I have to have the documentation that backs what I actually can do. So, I'm thinking two years. There's 7 of us. Maybe 4 of us will return next year, maybe.

Researcher: Okay, okay, okay. Let's say in those 2 or 3 years, right? So, let's say there's a guarantee that's the job is going to last 3 years, right? What if anything in those 3 years would cause you to leave before the job itself ended?

Participant: Well to me unrealistic so the only thing I could think of that would cause me to leave beyond those 3 years is if I got contracts to do professional development as a consulting business separate from my district.

Researcher: Okay.

Participant: I would have to have maybe three or four 50,000 to \$100, 000 dollar contracts to do several districts in the area for at least a year or two. That's what it would take anything beyond that I really don't see me moving. I will say our middle school students will be getting iPads next year so I'm hoping that we'll provide some opportunities because even though it's so political I didn't know that but it's so political even though they're trying to cut staff but they're going to give more iPads, right. That makes no sense so eventually you actually need a digital learning secondary and that would include a team that focused on high school and a team that focused on middle school and then you would need a digital learning elementary, right? Generally, so right now they have a team of 4 people doing what it should probably take maybe 12 to do.

Researcher: Okay.

Participant: So, in a perfect world which I don't know if they'll ever do that but in a perfect world that would be something else that I would leave for because that position would be there much longer I would think.

End of Interview

Tiffany- Interview 2

Researcher: Alright, so last time we spoke we were talking about your career as a teacher so your career in the classroom so just if you can just kind of sum up for me how you would describe your life as a teacher. What was teaching like for you?

Participant: Once again, I spent 10 years in the classroom and I thoroughly enjoyed it. You know I taught 6th, 7th and 8th grade science and I thoroughly enjoyed the experience. Of course, it was demanding very time consuming but I felt like I grew and I grew even more when I became a teacher of a STAAR (State of Texas Assessment of Academic Readiness) tested area and when you have a school accountability measure you got to put up or shut up. So, you know just a good experience. All of it was one year at *Big City ISD* and then the 9 years in *Hometown ISD* and just a good experience. I was able to grow as a teacher and able to grow as a professional and able to impact a lot of kids.

Researcher: Okay alright. And so, what factor or factors led to you transitioning to administration?

Participant: Well number one of course has been let's say typically wanting an increase in pay or wanting, you know, to be able to be a little bit more financially stable and have more money. But I felt like I had what it took to impact more than just a hundred thirty kids that I taught that I could because to be perfectly honest I would like at my administrator's and be like and that time I had good administrators. I really loved them as administrators but none of them were instructional leaders. They were managers and I would look at them and I'm like I could definitely do that with my eyes closed but of course I go into administration when the shift changes into definitely needing a new instructional leader.

You've got to be instructionally sound to lead schools. So, you know just looking at it. My principal made it look easy. They made it look easy. Of course, you see the discipline issues that they face but they made it look really easy and I had to tell him even after my first year I was like hey man, you made it look easy it is not as easy as you made it look so just really wanting to make a better impact knowing that God had put something in me to be able to lead. You know beyond the classroom and make an impact beyond the classroom.

Researcher: Okay alright. I see you talked about a little bit about your perception kind of what administration was like beforehand. How talk a little bit more about how your perception now has changed. How has it changed now that you're on the administrative side of it?

Participant: You know what? Once again like I said the administrators I had were more managers. They didn't come in and give instructional feedback but they had quality teachers who were you know they made themselves look better so they would grow themselves so as an administrator now you have to have credit in the sense of you've had to have been a strong teacher essentially. You know because I'm in elementary. I taught science but I've had to really open my eyes and I've had to learn early reading. I've had to learn okay you know that kids at this age learn this way and that you know there's not a whole lot of real independent practice per say in some of the grade levels but as an administrator you have to become instructionally sound.

You have to be willing to the biggest thing is take yourself out of it and what you would've done as a teacher. I can say that the capacity of teachers that I've seen over the course of the years is totally different from the capacity of teachers that I was and that I worked

with so it does make this job a lot harder because you're not dealing with the cream of the crop. And people probably could've said that I wasn't the cream of the crop either but you're not getting people who have traditionally gone through the educational routes.

These are people in a lot of cases who said, "oh well I guess I'll go through this now" and to do this long term you really have to have a calling on your life you know you've got to do that. So, the biggest thing that I would say is I think it has moved from a manager to an instructional leader but yet you still have to know the management component of it. You still have to know how to work the political game to a certain degree depending on where you're at and you've got to know instruction. You've got to be a data hound.

Researcher: Okay. And then so talk to me a little bit more about one of the challenges we talked about the challenges of teaching so what do you say are the challenges of administration?

Participant: Man, the challenges are the first challenge I would say to any administrator is going to be the culture of the school because you do you know I went into a situation where the culture was just broken and it was a matter of really establishing a good solid culture that holds adults accountable because if you go into any school and see that there is disarray I guarantee there is an issue with the faculty and that that leads into you know the students. So, the biggest challenge I would say is getting that culture.

For me as an administrator it was because I was so young going in so they thought and my staff members many of them had been at that school for 25 years and so they were a little reluctant to me as a young administrator going in and what did I have to bring to them so I had to go in and prove myself that you know I just had ten years of teaching experience but I'm

highly knowledgeable you know I'm capable of doing this job so that's the biggest challenge.

The second challenge is growing teachers quickly.

You have to be able to grow teachers quickly and you grow them not by just you know sporadic professional development at the designated times but a little bit of feedback here coming back and seeing that we spent a lot of time with lesson plans so we spent a lot of time with you trying to help them become better at using data so the second one is definitely growing teachers quickly and then the third one is once you've grown those teachers, you have to keep them. You know what I'm saying? You have got to keep the right people on the bus and or you have to get the people who don't need to be on the bus you have to be courageous enough to make a tough decision to say you know what this is not working for you here let me help you find somewhere else and you know those are definitely the I would probably say the three toughest challenges.

Well I'll say this because I have to say this because of my experience. My experience of dealing with a school that is high socio-economic that is African American dominated is to close the achievement gap. And you know regardless of your school if you have five African American kids or if you have three hundred I guarantee you there is going to still be a gap there you know and that's hard. It's hard to change it.

Researcher: Okay, okay. And so, with those challenges you're the head or you're the main person. How do you manage those challenges and where do you find support at this point?

Participant: Well I would say initially I had a really good executive director who was a coach. She was literally a coach. I felt like I had a lot of support system within my colleague of

principals. There are some of this that are really, really close and you know so we bounce our ideas and shoot ideas off of one another, etc. so we get a lot of things from each other and how do you balance it all? I mean you live it. You live this work. For the nine months that you're in school you really live it. When they leave for the summer you get a little bit of a breather, okay but you live it. My day typically starts by getting up at 4:15 in the morning and by leaving at between 5:15 and 5:30 all to drive 30 miles to get there between well probably by about 6 o'clock.

I don't know most of the time when my day is going to end. It really just depends on you know what I have going on that day and especially for me because I am the only campus administrator on my campus. I don't have an assistant principal so I have to get there early to get work done that I need to get done at school that's on top of me bringing work home so really to be honest with you I'm not the best person to talk to you about balance because I don't have a real balance. I'm just being real honest with you

And as far as support you know you just have to pray and you have to know that your steps are ordered by God and where has you is he's already made provisions for you there and you know just continue to move forward because at the end of the day you're doing it for kids and you begin to see the fruits of your labor from that aspect.

Researcher: Okay alright. Tell me about the joys of administration?

Participant: You know what the joys are to be able to you know really coach a teacher even though they may be a little reluctant initially and to really coach them and for them to be able to see the fruits of their labor through student academic achievement. That is probably the biggest and the other thing to interact with kids. You know sometimes you get stressed and

you're like oh you don't know how long you're going to be able to do this particular role but you don't ever want to be away from the kids. It's the greatest part of my day to interact with kids.

Whether that be at lunch, whether that be in morning duty, whether that be afternoon duty or going into the classroom and saying alright so tell me what you're learning about today or whatever the case maybe. So those are you know growing teachers and interacting with kids are definitely the highlights.

Researcher: Okay, okay. And then how would you measure your success as an administrator? What do you use to measure your success?

Participant: Wow you know for me I have to measure my success in multiple ways because I've had an improvement required campus getting off of the improvement required list at this year is like staying off of the list. So, we get off the list and we've able to get two distinctions now. The chore is staying off the list. So, at the end of the day you know achievement how students perform. Did they grow?

You know that's the biggest metric. That's really at the end of the day the only measure that people really care about even if you had a school that was in chaos is its performance. They would just tell you get your school together. But if they perform you're okay. For me another big thing is changing the school culture and being able to take an environment that was really chaotic and really crazy and make it into what my substitute principal has quoted and the quote he kept saying we are a well-oiled machine. You know I've been gone for 6 weeks and that was one of things he said this is a well-oiled machine and I feel like that was a testament to

leadership and what the expectations are you know from a school that came from something that was very, very disorganized.

So, at the end of the day it's about the achievement. Get the kids there you feel like you've been successful. If the kids are growing you feel like you've been successful knowing that you have somewhat of a good culture and that you are able to retain the proficient teachers you know the hard work of teachers.

Researcher: Right, right. Okay and I know I can look on the internet right and find you know information about your campus. But in your words, how would you describe your campus?

Participant: I have a good-looking campus. My campus is little but I have a good little campus. Regardless of where my kids come from I have good kids too.

Researcher: Okay.

Participant: You know what I'm saying? They like most African American kids require a high level of structure and that is way our campus operates on a high level of structure. We have expectations for the common areas. So, it's a good little campus, it's a well-organized campus, it is an environment where kids are safe they're cared for and you know the principal probably knows 85% of the kids' names and you know their parents as well so I would say it's definitely a good little school that's making great strides to get back to where it needs to be.

Researcher: Okay and how many teachers do you have on your campus?

Participant: I have 28 teachers.

Researcher: And students roughly?

Participant: I have about I think it's about 330 but usually about 350. I think I've got about 330 this year.

Researcher: Okay, okay. And so, as you think about your career in administration do you have any ideas on how long you plan to kind of stay here?

Participant: Laughing.

Researcher: And as you think about also think about so the follow up is what would cause you to leave? Like if you were planning on leaving what are those things that are pushing you towards leaving?

Participant: You know what I don't know exactly how long I will be here. You know that I prayed for this and felt like I was passed over for this and I'm very grateful for my school however with the stress level and accountability you're not going to see principals stay in this as long as the old principal is staying in it. You know what I'm saying? Physically health wise they just can't do it. So, I would say you know I would like to definitely finish of course. I'll finish out this year but I would like to get a year or two at the middle school and from there I really don't know.

I would probably say just a couple of years as principal. That's just me saying that God may have another plan for me.

Researcher: Okay alright.

Participant: That would cause me to leave and that's just the stress and the strain you know.

Researcher: Yeah.

Participant: It's a high stressed job I would say.

Researcher: Compare for me the load of a teacher to the load of an administrator now that you've seen both worlds. How would you describe the difference between the work load?

Participant: Oh man. You know once again as a teacher you have that 130 kids that you're responsible for. Your content area that you're responsible for as an administrator you're responsible for everything and even though you're not the one directly teaching the kids you're still responsible for everything. So, you know the work load of a teacher is really what that teacher kind of puts on themselves in a sense because you could you know be very mediocre and still get by for a long time. But yeah, it's a tremendous work load. It is a tremendous work load and especially for somebody like me who is very structured and very organized to stay like that is a tremendous work load.

End of Interview

APPENDIX C

METAPHORS CATEGORIZED BY CAPITAL

<p>Human Capital</p> <p>Interview 1 The Door- Jessica The Book- Tiffany Four Stars- Jessica The Show- Tiffany Lens- Tiffany</p> <p>Interview 2 Growing Teachers- Tiffany Build-Jessica Credit- Tiffany Data Hound- Tiffany</p>	<p>Structural Capital</p> <p>Interview 1 Tools- Jessica The Bar- Tiffany</p> <p>Interview 2 Machine- Tiffany Broken-Tiffany</p>
<p>Social Capital</p> <p>Interview 1 Battles- Jessica Burned-Jessica</p> <p>Interview 2 Coach- Tiffany Island- Jessica Fight-Jessica Growing Teachers- Tiffany Power-Jessica Guppies and Sharks- Jessica</p>	<p>Positive Psychological Capital</p> <p>Interview 1 Survive- Jessica Calling- Tiffany</p> <p>Interview 2 Tackle- Jessica Elevator- Jessica Swimming and Diving- Jessica Shooting- Jessica Catapult- Jessica</p>

REFERENCES

- Achinstein, B., Ogawa, R., & Sexton, D. (2010). Retaining teachers of color: A pressing problem and a potential strategy for "hard-to-staff" schools. *Review of Educational Research* 80(1), 71-107. doi:10.31020034654309355994
- Albert Shanker Institute (2015). *The state of teacher diversity*. Retrieved from http://www.shankerinstitute.org/sites/shanker/files/The%20State%20of%20Teacher%20Diversity_0.pdf
- Almy, S & Theokas, C. (2010). Not prepared for class: High poverty schools to have fewer in-field teachers. *The Education Trust*, Nov, 1-6. Retrieved from: <https://files.eric.ed.gov/fulltext/ED543217.pdf>
- American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington D.C.: American Psychological Association.
- Boe, E., Bobbitt, S., Cook, H., Whitener, S., & Weber, A. (1997). Why didst thou go? Predictors of retention, transfer and attrition of special and general education teachers from a national perspective. *The Journal of Special Education*, 30(4), 390-411. Retrieved from: <http://www.gse.upenn.edu/cresp/pdfs/JSE%20Article-Why%20Turnover.pdf>
- Brill, S. & McCartney, A. (2008). Stopping the revolving door: Increasing teacher retention. *Politics & Policy*, 36(5), 750-774. doi:10.1111/j.1747-1346.2008.00133.x
- Burkhauser, S. (2016). How much do school principals matter when it comes to teacher working conditions? *Educational Evaluation and Policy Analysis*, 20(10), 1-20. doi: 10.3102/0162372716668028
- Carver-Thomas, D. & Darling-Hammond, L. (2017). Why black women teachers leave and what can be done about it. In A. Farinde-Wu, A. Allen-Handy, & C. Lewis (Eds.), *Black female teachers: Diversifying the United States' teacher workforce advances in race and ethnicity in education* (159-184). United Kingdom: Emerald Publishing Limited.
- Chapman, D. & Hutcheson, S. (1982). Attrition from teaching careers: A discriminant analysis. *American Educational Research Journal*, 19(1), 93-105. doi: 10.3102/00028312019001093
- Chapman, D. (1983). A model of the influences on teacher retention. *Journal of Teacher Education*, 34(5), 43-49. doi:10.1177/002248718303400512
- Darling-Hammond, L. (1997). *Doing what matters most: investing in quality teaching*. Retrieved March 23, 2015, from the National Commission on Teaching and America's Future Web site: <http://nctaf.org/wp-content/uploads/DoingWhatMattersMost.pdf>

- Darling-Hammond, L. (2010). Recruiting and retaining teachers: Turning around the race to the bottom in high-need schools. *Journal of Curriculum and Instruction*, 4(1), 16-32. doi: 10.3776/joci.2010v4n1p16-32
- Darling-Hammond, L., Chung, R., & Frelow, F. (2002). Variation in teacher preparation: How well do different pathways prepare teachers to teach? *Journal of Teacher Education*, 53(4), 286-302. doi: 10.1177/002248710205300002
- Deakin, H. & Wakefield, K. (2014). Skype interviewing: Reflections of two PhD researchers. *Qualitative Research*, 14(5), 603-616. doi:10.1177/1468794113488126
- Drew, B. (2001). Teacher retention: A qualitative study of factors that influence African-American teachers' career decisions to remain in teaching (Doctoral dissertation or master's thesis). Retrieved from ProQuest Dissertations and Theses Global database. (3017769)
- Donaldson, M.L. (2009). Into and out of city schools: The retention of teachers prepared for urban settings. *Equity and Excellence in Education*, 43(3), 347-370. doi: 10.1080/10665680903473
- Eckert, S.A. (2013). What do teaching qualifications mean in urban schools? A mixed-methods study of teacher preparation and qualification. *Journal of Teacher Education*, 64(1), 75-89. doi: 10.1177/0022487112460279
- Elfers, A., Plecki, M., & Knapp, M. (2006). Teacher mobility: Looking more closely at "the movers" within a state system. *Peabody Journal of Education*, 81(3), 94-127. doi:10.1207/S15327930pje8103_4
- Farinde, A., Allen, A. & Lewis, C. (2016). Retaining black teachers: An examination of black female teachers' intentions to remain in K-12 classrooms. *Equity and Excellence in Education*, 49(1), 115-127. doi: 10.1080/10665684.2015.1120367
- Guarino, C. M., Santibañez, L., & Daley, G., A. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research*, 76(2), 173-208. doi:10.3102/00346543076002173
- Goldring, R., Taie, S., & Riddles, M. (2014). *Teacher attrition and mobility: Results from the 2012-2013 Teacher Follow-up Survey* (NCES 2014-077). Washington, D.C.: U.S. Department of Education.
- Hanna, P. (2012). Using internet technologies (such as Skype) as a research medium: A research note. *Qualitative Research*, 12(2), 239-242. doi:10.1177/1448794111426607
- Hanushek, E.A., Kain, J.F., & Rivkin, S.G. (2004). Why public schools lose teachers. *The Journal of Human Resources*, 39(2), 326-354. doi:10.3368/jhr.XXXIX.2.326

- Hatch, J. (2002). *Doing qualitative research in education settings*. Albany: State University of New York Press.
- Hong, J.Y. (2010). Pre-service and beginning teachers' professional identity and its relation to dropping out of the profession. *Teaching and Teacher Education*, 26, 1530-1543. doi:10.1016/j.tate.2010.06.003
- Hornig, E. L. (2005). *Teacher tradeoffs: Retaining teachers at hard-to-staff schools by examining their preferences for workplace characteristics* (Doctoral dissertation). Retrieved from <http://libproxy.library.unt.edu:2087/pqdtglobal/index>
- Ingersoll, R.M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534. doi:10.3102/00028312038003499
- Ingersoll, R. (2015). What do the national data tell us about minority teacher shortages? State of Teacher Diversity. Retrieved from <http://www.shankerinstitute>
- Ingersoll, R. & May, H. (2011). The minority teacher shortage: Fact or fable? *Phi Delta Kappan*, 93(1), 62-65.
- Johnson, S.M., Kraft, M.A., & Papay, J.P. (2012). How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Teachers College Record* 114, 1-39.
- Johnson, S. M., & Birkeland, S. E. (2003). Pursuing a "sense of success": New teachers explain their career decisions. *American Educational Research Journal*, 40(3), 581-617. doi:10.3102/00028312040003581
- Jones, B. (2016). Enduring the "impossible" occupation: Perfectionism and commitment to teaching. *Journal of Teacher Education*, 67(5), 437-446. doi: 10.1177/0022487116668021
- Loeb, S., Darling-Hammond, L., & Luczak, J. (2005). How teaching conditions predict teacher turnover in California schools. *Peabody Journal of Education*, 80(3), 44-70. doi: 10.1207/s15327930pje8003_4
- Manuel, J. & Hughes, J. (2006). 'It has always been my dream': Exploring pre-service teachers' motivations for choosing to teach. *Teacher Development: An International Journal of Teachers' Professional Development*, 10(1), 5-34. doi: 10.1080/13664530600587311
- Mason, S. & Matas, C. (2015). Teacher attrition and retention research in Australia: Towards a new theoretical framework. *Australian Journal of Teacher Education*, 40(11), 45-66. doi:10.14221/ajte2015v40n11.3

- McIntyre, J. (2010). Why they sat still: The ideas and values of long-serving teachers in challenging inner-city schools in England. *Teachers and Teaching: Theory and Practice*, 16(5), 595-614. doi:10.1080/13540602.2010.507968
- Metaphor. (n.d.). Retrieved September 17, 2017, from <https://www.merriamwebster.com/dictionary/metaphor>
- Moscovici, H. (2009). Science teacher retention in today's urban schools. *Urban Education*, 44(1), 88-105. doi: 10.1177/0042085908318527
- National Commission on Teaching and America's Future (2003, January). *No dream denied: A pledge to America's children*. Retrieved March 23, 2015, from the National Commission on Teaching and America's Future Web site: http://www.nctaf.org/dream/summar_report.pdf
- Ng, J.C. & Peter, L. (2009). Should I stay or should I go? Examining the career choices of alternatively licensed teachers in urban schools. *Urban Review*, 42, 123-142. doi: 10.1007/s11256-009-0120-7
- Olsen, B. & Anderson, L. (2007). Courses of action: A qualitative investigation into urban teacher retention and career development. *Urban Education*, 42(1), 5-29. doi: 10.1177/0042085906293923
- Quartz, K., Thomas, A., Anderson, L., Masyn, K., Lyons, K., & Olsen, B. (2008). Careers in motion: A longitudinal retention study of role changing among early-career urban educators. *Teachers College Record*, 110(1), 218-250. Retrieved from: <http://www.tcrecord.org>
- Ryan, S.V., von der Embse, N.P., Pendergast, L.L., Saeki, E., Segool, N., & Schwing, S. (2017). Leaving the teaching profession: The role of teacher stress and educational accountability policies on turnover intent. *Teaching and Teacher Education*, 66(Aug 2017), 1-11. doi: 10.1016/j.tate.2017.03.016
- Skaalvik, E., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education*, 26(4), 1059-1069. doi:10.1016/j.tate.2009.11.001
- Smith, T., Ingersoll, R. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, 41(3), 681-714. doi: 10.3102/00028312041003681
- Sullivan, J. (2013). Skype: An appropriate method of data collection for qualitative interviews? *The Hilltop Review*, 6(1). Retrieved from: <http://scholarworks.wmich.edu/hilltopreview/vol16/iss1/10>

Wei, C. (2007). The structure of secondary school teacher job satisfaction and its relationship with attrition and work enthusiasm. *Chinese Education and Society*, 40(5), 17-31. doi: 10.2753/CED1061-1932400503

Yin, R. (2014). *Case study research design and methods* (5th ed.). Thousand Oaks, California: Sage Publications.